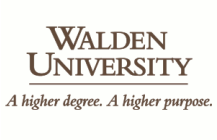

2019

Scripted Programs: A Curriculum Evaluation

Amanda Rose Crose
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Amanda Rose Crose

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Jessica Fuda-Daddio, Committee Chairperson, Education Faculty
Dr. Maxine Fisher, Committee Member, Education Faculty
Dr. Karen Hunt, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2019

Abstract

Scripted Programs: A Curriculum Evaluation

by

Amanda Rose Crose

MS, Walden University, 2011

BS, Eastern Michigan University, 2008

Doctoral Study in Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2019

Abstract

Schools participating in the Carson Curriculum Project use a scripted literacy curriculum. After years of implementation, these curricula are still being used, despite no increase in standardized tests, which is the goal of the project. An evaluation of scripted literacy curriculum has never been completed. The purpose of this study was to use a qualitative case study to gather the perspectives of 12 teachers, administrators, and curriculum coaches, three from each of the four schools who have taught in 3rd, 4th, or 5th grade for at least 1 school year. The conceptual framework for this study was Bradley's effectiveness model. Research questions were based on the indicators of Bradley's model and how they are implemented with scripted literacy programs. Also explored was how these indicators affect the use of supplemental literacy instruction as a part of a scripted literacy curriculum, and how teachers work together using these indicators in this district when teaching a scripted literacy curriculum. Data were collected through interviews and surveys then analyzed using a priori coding and themes were developed using Bradley's model. Descriptive information from the survey was used to inform the final report. Finding showed that vertical curriculum continuity was not met in school A, horizontal curriculum continuity, broad involvement, long range planning, and decision making clarity were not met in any of the schools, positive human relations, and theory into practice approach were not met in schools A or B, and planned change was not met in schools A or D. A curriculum evaluation was developed to presents task items to address each of Bradley's indicators. Implications for positive social change include using the findings of this study to guide the planning and implementation of scripted literacy curriculum and supplemental materials to enhance students' learning in this district.

Scripted Programs: A Curriculum Evaluation

by

Amanda Rose Crose

MS, Walden University, 2011

BS, Eastern Michigan University, 2008

Doctoral Study in Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2019

Dedication

This doctoral study is dedicated to my son Quentin and my daughter Frankie. If you struggle to learn to read the way mommy did, may my accomplishments be proof that you can accomplish anything you set your mind to.

Acknowledgments

I would like to thank my doctoral committee Dr. Jessica Fuda-Daddio (committee chair), Dr. Maxine Fisher (second member), and Dr. Karen Hunt (university research reviewer) for their endless support and guidance through this process. Heidi Grauel for editing this doctoral study, and my parents Roger and Elizabeth Davis for always pushing me to be my best. Lastly, thank you to my wife Emily who has stood by my side and supported me through this process.

Table of Contents

List of Figures

Section 1: The Problem

Introduction

Scripted literacy curriculums have existed in public school education in the United States and around the world for more than 30 years (Success For All Foundation, 2012). In recent years, the use of these curriculums has rapidly grown, especially in high-poverty, low-achieving schools. This growth has stemmed largely from the No Child Left Behind (NCLB) legislation enacted in 2002, as these curriculums are labeled as research-based and scientifically proven to be effective for increasing student achievement (Anderson, 2014). Anderson (2014) explained that scripted literacy curriculums are promoted as a silver bullet, one-size-fits-all approach that will lead to better test scores, which is enticing to schools facing restructuring or closure. Scripted literacy curriculum developers provide scientifically based curriculum that is standardized to ensure all students are taught the same content in the same way and in the same sequence. This format removes teachers' need to think deeply about subject matter or to think creatively, which is not the case with improvisational teaching (Graue, Whyte, & Karabon, 2015). My purpose in this project study was to evaluate the curriculum for scripted literacy curriculums in Carson public schools.

Definition of the Problem

Scripted literacy curriculums are implemented in some low-achieving schools with the hopes of raising student achievement as measured by state standardized test scores (Anderson, 2014), which is how schools show accountability. The problem is that scripted literacy curriculums, including modifications, are implemented without an evaluation of curriculum from the perspectives of participating teachers, administrators,

and curriculum coaches. For schools to see a positive influence from scripted literacy curriculums, teachers should avoid instruction that uses any other teaching method, remove programs that take time away from teaching this method, and eliminate supplemental materials that are not a part of the curriculum (National Institute for Direct Instruction, 2015). This means that scripted literacy curriculums should be taught with compete fidelity in order for teachers to see the expected improvements in students' assessment scores. Harn, Parisi, and Stoolmiller (2013) defined *fidelity* as how much the program is implemented as intended.

Scripted literacy curriculums were implemented in 1996 in four Carson public schools, known as the Carson Curriculum Project, to improve student achievement as measured by state standardized test scores (Baltimore Curriculum Project, n.d.). Some Carson Curriculum Project schools use either Success For All (SFA), a comprehensive reform curriculum developed to support students in high poverty areas (Slavin & Madden, 2013), or Direct Instruction (DI). Some schools have changed from SFA to DI or from DI to SFA with the hope of improving student achievement; however, the Carson Curriculum Project schools have not seen any improvement in state test scores.

As one teacher in Carson public schools described, in 2011, these schools were still failing and underwent a state takeover (personal communication, M. Briggs, February 27, 2017). As part of that takeover, beginning in the 2012–13 school year, teachers were given more freedom to create minilessons to fill gaps in the curriculum. Briggs explained that these minilessons do not change the content of the scripted literacy program but add to what students are learning. These minilessons are put into place because of a concern that scripted literacy curriculums are not enough to meet the needs

of all students. Briggs described critical thinking as a major concern with the scripted literacy program she teaches, which is DI. With DI, students are taught a literacy fact to memorize, and the DI reading tests determine only whether students have memorized that fact (Personal communication, M. Briggs, February 27, 2017). Briggs continued to explain that if the students memorize the facts, they earn a score of 100%; they do not have to analyze passages, find main ideas, make deductions, or draw conclusions. Although teachers can build critical thinking into the lesson, many choose to follow only the script (personal communication, M. Briggs, February 27, 2017). Briggs added that for some teachers, it is easier just to follow the script than to add to it. Creating minilessons means evaluating what students need and formulating lessons to address those issues; this creates more work for teachers than simply teaching from the script.

No mandate exists from the administration on creating and implementing these minilessons and therefore they are optional (personal communication, M. Briggs, February 27, 2017). Teachers are using varying teaching methods and content in their minilessons. The curriculum should be taught with complete fidelity, as written, but some teachers are adding to it with the permission of the administration, which may be jeopardizing the effect of the program on student achievement. According to the administrators in the Carson Curriculum Project schools, this addition of supplemental material/instruction does not impact program fidelity (personal communication, M. Briggs, February 27, 2017). However, no evaluation of the program with supplemental material/instruction has been done. Thus, a curriculum evaluation is necessary to explore how these changes are affecting the curriculum and students' learning.

To support a teacher's ability to teach scripted literacy curriculums successfully, publishing companies provide specific program training. Teachers use the skills taught in these trainings to teach the curriculum. For example, one Carson public school teacher recounted that administrators in schools that use DI send teachers to a conference in Eugene, Oregon, to be trained (personal communication, K. McKinnon, April 26, 2015). New teachers and teachers who change grade level or subject area must attend the conference; for returning staff members, the conference is optional. Additional professional development is conducted throughout the year, along with weekly one-on-one sessions of observation and coaching meetings that are held to discuss the lessons, assessments, student progress, and teaching techniques between each teacher and an academic coach (Baltimore Curriculum Project, n.d.). Teachers are prepared to teach these curriculums, they are given the support they need, and they receive training throughout the school year. Despite this training, however, Maryland State Assessment (MSA) and Partnership for Readiness of College and Careers (PARCC) report that scores in these schools indicate that the program has not resulted in higher student reading achievement.

The last year that Maryland students took the MSA in all grades was 2014 for reading and mathematics. Only 56% of third-grade students in one school, School A from Carson public schools, scored proficient on the literacy section of the MSA in 2014, whereas in another school, School B, only 44% of third-grade students score proficient (Great Schools, 2015). The state average for proficiency in literacy for third-grade students was 77.2% (Maryland Report Card, 2015). The schools in other areas of Maryland that use scripted literacy curriculums, specifically DI, a scripted program

created by Engelman (1960) that has a variety of scripted curricula that use small pieces of information to build on students' knowledge (National Institute for Direct Instruction, 2015) had variances in their test scores. The third-grade students in one school in Maryland, School C, scored 78% proficient in 2014; another school, School D, scored 57% in 2014; and a third, School E, scored 87% in 2013 (Great Schools, 2015). Two of three of the schools in other districts in Maryland that use scripted literacy curriculums scored above the state average for proficiency for third-grade students in reading, whereas the third school scored in the same range as the schools in Carson. These schools did not experience an increase when a scripted literacy program was implemented, and they did not experience an increase when supplemental lessons were permitted, which leads to the need for an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches.

The only schools in Carson Public School District that use scripted literacy curriculums are the Carson Curriculum Project schools. The test scores of third-grade students in three other schools in this urban district that do not use scripted literacy curriculums in 2014 were 67% for School F, 67% for School G, and 70% for School H. These schools' test scores were still below the state average, but they were higher than the schools that use scripted literacy curriculums. Schools in another district that use scripted literacy curriculums had a range of test scores with scores of 78%, 57%, and 87% (Great Schools, 2015), with two schools scoring above average and one school scoring below average (Great Schools, 2015).

Figure 1 shows the test scores of three schools in Carson Public School District that are a part of the proposed research site, three schools in Carson that do not use

scripted literacy curriculums, schools in another district that use scripted literacy curriculums, and the state average. There were differences in the test scores of students in the Carson public schools who were taught using a scripted literacy program and those who were not. There was also a difference in the test scores of students in the Carson public schools who used scripted literacy curriculums and the test scores of students in another school district who were taught with scripted literacy curriculums. Schools A and B are the schools for the proposed research site that use scripted literacy curriculum. School A scored 54% proficient, and School B scored 44% proficient on the state assessment. Schools C, D, and E are schools in other Maryland school districts that use scripted literacy curriculums. School C scored 78% proficient, School D scored 57% proficient, and School E scored 87% proficient on the state standardized test. Schools E, F, and G are schools in the same district as Schools A and B that do not use scripted literacy programs. These schools scored 67% proficient for School F, 67% proficient for School G, and 70% proficient for School H. The difference in these test scores of students in Carson public schools who are taught with a scripted literacy curriculum, students in another district who are taught with a scripted literacy curriculum, and students in the same district who are not taught with a scripted literacy curriculum illustrates the need for this study.

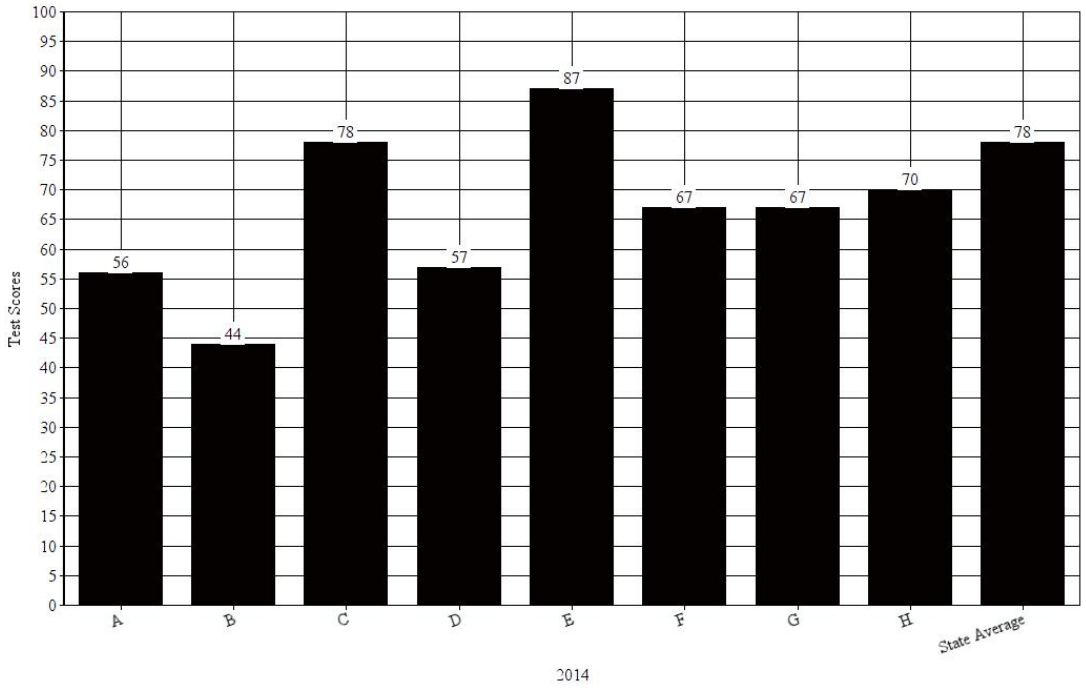

Figure 1. Maryland State Assessment School Test Scores for Schools A-H, 2014.

Beginning in the 2014–15 school year, Maryland students began taking the Partnership for Readiness of College and Careers (PARCC) test. In 2017, less than 5% of students in Schools A and B met expectations. Schools C, D, and E are schools in the same district as Schools A and B, but they do not use scripted literacy curriculums. In School C, 27.5% of students met expectations; in School D, 35.2% of students met expectations; and, in School E, 35.6% of students met expectations. Schools F, G, and H are schools in other districts that use scripted literacy curriculums. In School F, 70.3% met expectations; in School G, 64.3% of students met expectations; in School H, 54.4%

of students met expectations; and the state average in 2017 for students who met expectations was 35.5%.

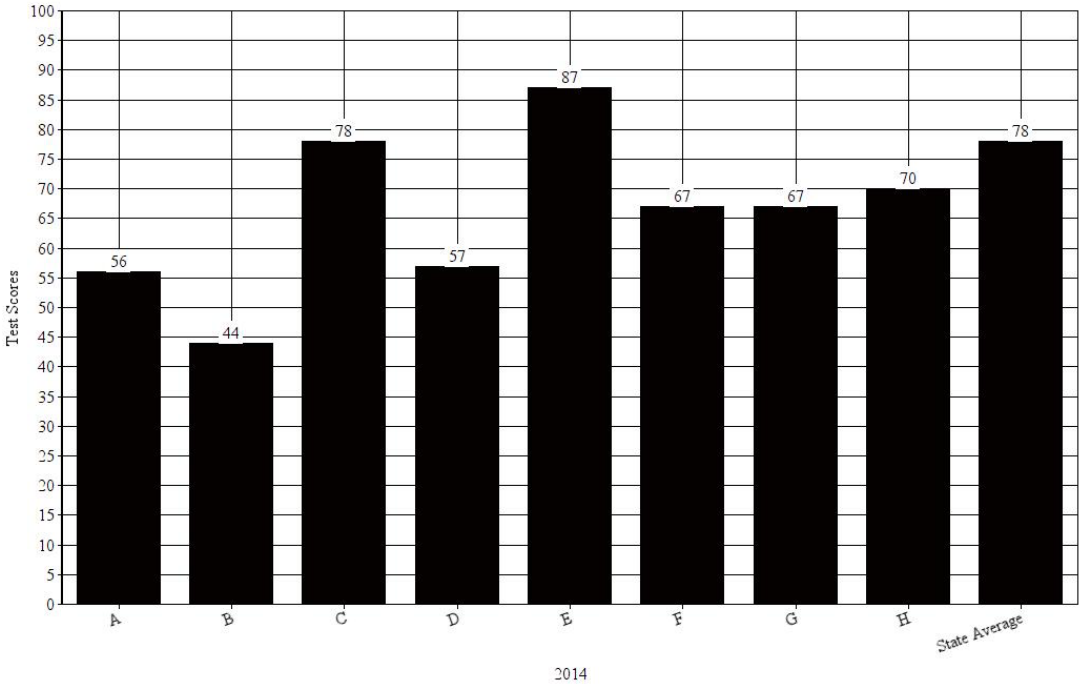

Figure 2. PARCC Assessment Scores for Schools A-H, 2017.

Rationale

In Carson public schools, the use of scripted literacy curriculums and added program modifications has continued without the completion of an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches. The implementation of scripted literacy curriculums in 1996 and the conversion of these schools to charter schools in 2005, which created changes in funding and staffing (Baltimore Curriculum Project, n.d.), did not bring desired improvements in student achievement as measured by students' standardized test scores. The newest attempt to

increase student achievement is permitting teachers to implement curriculum extensions (personal communication, M. Briggs, February 27, 2017) to differentiate instruction to meet the needs of all students. The addition of minilessons to the implementation of scripted literacy program without an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches being conducted creates a need for this study.

Through a curriculum evaluation, I will explore the functions of scripted literacy curriculums as an effective means for improving reading achievement for elementary school students in Grades 3 through 5 in Carson public schools. For this study, I used Bradley's effectiveness model to evaluate scripted literacy curriculums for Carson public schools. This method of an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches uses 10 key indicators to measure the effectiveness of a curriculum program that has already been developed. The 10 indicators are vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned change. Bradley's effectiveness model can be used with any school and can focus on any aspect of a curriculum.

The use of scripted literacy curriculums should result in an improvement in student test scores according to the publishing companies who create them (National Institute for Direct Instruction, 2017); however, this is not evident in all cases. Some schools in the districts that use scripted literacy curriculums, such as in Carson public schools, have not seen an increase in test scores. One school, School C, has had higher

test scores than Schools A and B. The student population of School C is different from Schools A and B. Schools A and B are both schools with 100% participation in the free and reduced lunch program, whereas School C has a free and reduced lunch participation rate of 74.5% (Start Class, 2018). Schools A and B have high populations of African American students: 97.6% for School A and 97.8% for School B. School C has a high population of Hispanic students compared with other schools in this district, with 40.4% of students identifying as Hispanic (Start Class, 2018).

In this project study, I used a formative curriculum evaluation based on Bradley's effectiveness model to gather perspectives of teachers, administrators, and curriculum coaches to evaluate scripted literacy curriculums used in their schools. An evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches has not been conducted with these curriculums in their schools, which created a need for this study.

Evidence of the Problem at the Local Level

The problem at my research site is that scripted literacy curriculums are used with program modifications without an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches having been conducted. Carson public schools that use scripted literacy curriculums struggle with student success in literacy despite state takeovers and restructuring in which state officials determine staffing and building changes to increase student achievement. One change included the adoption of scripted literacy curriculums. The only evaluation of these curriculums has been reviews of student test scores (Great Schools, 2015) as well as through teacher surveys (Reading Teacher Survey, 2016), which may indicate issues with the scripted

literacy curriculums being used in some Carson public schools. According to one educator, students in Carson Public School District are not making adequate yearly progress, and teachers are dissatisfied due to their inability to make instructional decisions in some Carson Curriculum Project schools (personal communication, L. Brown, June 20, 2015).

In the Carson Public School District, in 2014, 56% of third-grade students in School A, which used DI, were proficient in reading, whereas the proficiency rate of third-grade students in School B, which used SFA, was 44% (Great Schools, 2015). Although many other factors could cause low test scores, scripted literacy curriculums can improve test scores regardless of other factors (Nation Institute for Direct Instruction, 2015). These schools had test scores in the proficiency range of 40% to 50% before and after the scripted literacy curriculums were implemented, suggesting that the curriculums may not have resulted in drastically improved test scores as promised by the publishing companies (Great Schools, 2015).

According to the Success For All Foundation (2015), schools see dramatic jumps in student achievement after the implementation of these curriculums, yet this district's schools have not seen an improvement since the scripted curriculums were implemented in 1996. Figure 3 shows the percentage of students who were proficient on the MSA from 2011–14 in two schools that use DI. Direct instruction is a scripted literacy program that builds small increments of information upon each other and provides scripted lessons and assessments for teachers to use for instruction (National Institute for Direct Instruction, 2015). School A scored 40% proficient in 2011, 53% in 2012, 52% in 2013, and 44% in 2014. School B scored 56% proficient in 2011, 48% in 2012, 63% in 2013, and 56% in

2014. This means that students are not meeting the expectations of the state averages or the percentage of students expected to be proficient on the state test in order for the schools to achieve annual yearly progress (AYP).

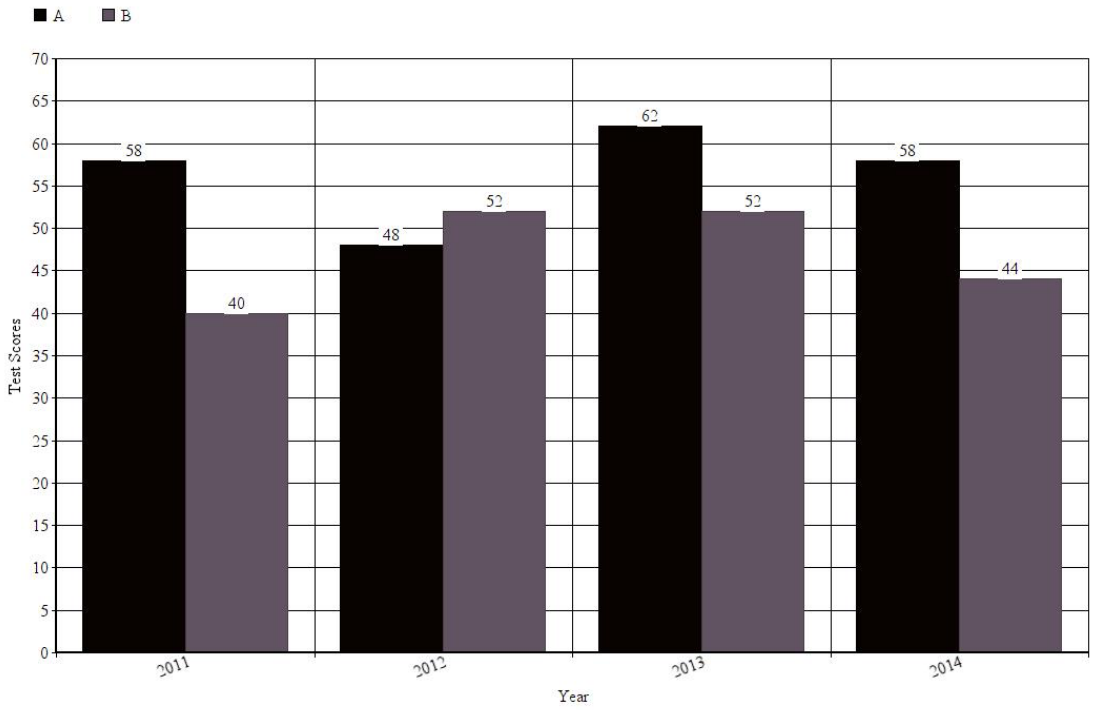

Figure 3. Student Proficiency, MSA test, 2011–14.

Because scripted literacy curriculums on their own are not working to improve student achievement as measured on state standardized test scores (Great Schools, 2015), teachers in the research site are now being permitted, but not required, to create and implement minilessons to support and expand students' knowledge (Personal communication, M. Briggs, February 27, 2017). I gathered the perspectives of practicing teachers through interviews to conduct a curriculum evaluation. This is the best approach to evaluating these scripted literacy curriculums in Carson public schools because

teachers have the most experience with teaching these programs and can identify the areas of concern. Through this study, administrators will gain insight into teachers' perceptions of scripted literacy curriculums, which may help them make program decisions when it comes to the implementation of scripted literacy curriculums.

Evidence of the Problem in Professional Literature

Scripted literacy curriculums are not impacting student achievement to the extent promoted by publishing companies such as the National Institute for Direct Instruction (2017) and the Success For All Foundation (2017). The literature underscores the importance of high-quality instruction over a specific curriculum, such as DI or SFA, for students to be academically successful. Graue et al. (2015) explained that teachers need to have the opportunity to create and adapt lessons to meet the needs of their students based on students' interests and the knowledge they bring with them to school, which constitutes improvisational teaching. Graue et al. (2015) further stated that improvisational teaching requires a deep knowledge of the subject matter compared with a teaching program that uses a prepared script.

In the United States and around the world, the use of scripted literacy curriculums is on the rise (Sparks, 2014). One cause of the increased use of scripted curriculums is evidence-based reform. Slavin and Madden (2013) stated that never in the history of U.S. schooling has the potential for evidence-based reform been as significant as it is now. Evidence-based reform resulted from changes in legislation that require schools to prove they are making progress and to use curriculums that are scientifically proven to support student success. Anderson (2015) explained that the federal education legislation NCLB Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002), which was implemented in 2001,

sought to equalize education for all students and intended to help students reach a proficiency level on state standardized tests in reading and mathematics. In 2015, NCLB Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002) was replaced with the Every Student Succeeds Act of 2015, P.L. 114-95 § 114 stat. 1177 (2015-2016).

The Every Student Succeeds Act of 2015, P.L. 114-95 § 114 stat. 1177 (2015-2016) shifted accountability from the federal level to the state level (Haanushek, Ruhose, & Woessmann, 2016). An additional education initiative that currently heavily affects schools is the Common Core State Standards (CCSS). The goal of the CCSS was to create a national curriculum and set higher standards for all students (Evers, 2015).

Scripted literacy curriculums are being implemented in public schools in hopes of increasing student achievement, especially in high poverty and Title I schools. Slavin and Madden (2013) explained that SFA is being implemented in schools with a high percentage of students who are at risk of school failure. The promise of scripted curriculums to help increase test scores is difficult to ignore. Publishing companies guarantee increases in student achievement when their scripted literacy curriculums are used. The Success For All Foundation's (2012) website states:

> Researched by more than 30 institutions during the last two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English learners. (p. 1)

Similarly, the National Institute for Direct Instruction's (2015) website describes various studies that favor DI as a way to improve student achievement (Ferguson, 2016; Kamps et al., 2015).

Teachers need a variety of skills and knowledge to better meet the needs of individual students rather than relying on a script to tell them when, what, and how they should teach (Campbell, Torr, & Cologon, 2014). Anderson (2014) stated teacher excellence—not teaching method—is the most important factor in student success. The quality of instruction may be negatively affected when a scripted literacy program is used (Anderson, 2014). One negative effect of scripted literacy curriculums is that they remove teachers' autonomy and ability to think about and respond to student progress by designing and implementing curricula that will meet the needs of individual students and help them succeed academically. Graue et al. (2015) explained scripted curriculums limit learning through play, as well as a teacher's ability to have conversations with students and to create lessons built on student needs, interests, and experiences. Generally, teachers do not have the opportunity to create their own lessons when a scripted program is used. For this reason, many teachers, including some in Carson public schools who completed the Reading Teacher Survey (2016), described scripted literacy curriculums taking away their ability to be creative when teaching reading.

The relationship between teacher and student is affected when a scripted literacy program is used, which may also affect student achievement as measured by mandated assessments. Graue et al. (2015) explained that quality education comes from moment-to-moment interactions between a teacher and the students. Teachers must know and understand their students' abilities and interests in order to build on their knowledge by scaffolding, which is based on constructivist theory (Graue et al., 2015). Teachers need time to build relationships with students in order to foster their learning and help them succeed academically, which may not happen when a scripted literacy program is used.

Dresser (2012) asserted that effective teachers are knowledgeable about their students and the curriculum they teach. They know students' academic skills and are in touch with students' physical, emotional, intellectual, and social needs.

Evidence in the professional literature suggests reasons why scripted literacy curriculums are not meeting the needs of all students, including the use of a curriculum that is not customizable to meet the needs of individual students. Slavin and Madden (2013) suggested the increase in the use of scripted literacy programs is due to evidence-based reform within legislation and the need for schools to prove student progress. Scripted literacy curriculums are being implemented in hopes of raising the test scores of students living in poverty and those of racial minority backgrounds. To improve student achievement, some researchers have identified the need to focus on *how* teachers teach and not *what* teachers teach, but teachers need to work to build relationships with their students and to foster students' interests in order to support their educational success rather than following a script.

Definitions

The following educational terms are used throughout this research. These terms are necessary to understand the nature of public schools in the United States in the 21st century, scripted literacy curriculum, and their affect on students. These terms are important for the reader to know to understand this study.

Common Core. Common Core is the current education legislation created under President Barack Obama. It replaced the NCLB Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002). Evers (2015) explained Common Core as a combination of curriculum, the CCSS, and assessments related to a national U.S. curriculum.

Direct instruction (*DI*). A scripted program created by Engelman (1960) that has a variety of scripted curricula that use small pieces of information to build on students' knowledge (National Institute for Direct Instruction, 2015).

Every Student Succeeds Act of 2015, P.L. 114-95 § 114 stat. 1177 (2015-2016). Federal law that replaced the NCLB Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002) in 2015. This legislation placed school improvement requirements on the state as opposed to the federal government (Haanushek et al., 2016).

Individuals with Disabilities Act (*IDEA*). Federal law supporting the rights of students with disabilities that ensures that everyone gets a free, appropriate education (Individuals With Disabilities Education Act, 2015).

National Reading Panel (*NRP*). A panel created by Congress through the Child Development and Behavior Branch to work with the Department of Education. The panel's role was to evaluate research to find the most effective way to teach reading. The panel was made up of 14 members with various backgrounds including teachers, administrators, and scientists (National Institute of Child Health and Human Development, 2015).

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002). A law signed into effect in the United States by President George W. Bush in January 2001 (Anderson, 2014). It was proposed in response to a nationwide concern about the state of education in the United States. It aimed to close the achievement gap in the United States and hold teachers and schools accountable for student learning. According to NCLB, all students were required to be proficient on their state standardized test by the 2013–14 school year (Randolph & Wilson-Young, 2012).

Reading First Grants. Grant money available to states to provide professional development, curricula, and assessment materials. To obtain these funds, schools must follow the guidelines of NCLB and implement scientifically proven teaching methods (U.S. Department of Education, 2014).

Reading First Initiative. The way school districts received support for putting scientifically proven literacy instruction into place (U.S. Department of Education, 2014).

Scripted Literacy curriculums. A specific type of commercial reading program that governs how teachers talk and teach.

Success For All (*SFA*). A comprehensive reform curriculum primarily aimed for the teaching of students in high poverty areas (Slavin & Madden, 2013).

Significance

Previously, researchers have focused on a variety of aspects of scripted literacy curriculums including program evaluations (Tracey, Chambers, Slavin, Hanley, & Cheung, 2014), weighing the claims of scripted literacy curriculums against the realities of implementation (Slavin & Madden, 2014), and the impact that these curriculums have on teachers and students (Dresser, 2012). This research project study is different from previously conducted research because the researcher sought to understand scripted literacy program implementation in a specific group of schools. The students in these schools did not make significant gains in reading achievement after the implementation of scripted literacy curriculums. Teachers were subsequently permitted (but not required) to implement minilessons to expand student knowledge of key concepts (personal communication, M. Briggs, February 27, 2017). Through this study, I explored scripted literacy curriculums in these schools. The goal of my research study was to evaluate

scripted literacy curriculums in some Carson public schools through an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches using Bradley's effectiveness model. Indicators that were used from Bradley's effectiveness model for this curriculum evaluation include vertical curriculum continuality (teachers' ability to retrieve what was taught in years past and what will be taught in years to come within the curriculum); horizontal curriculum continuality (commonalities that are being taught across grade levels); instruction based on curriculum (if teachers have what they need to successfully teach the scripted literacy program); curriculum priority (financial and philosophical commitments from administration and curriculums and the presence of curriculum-relevant topics being discussed in staff and board meetings); and positive human relations (how the staff works with each other in regard to the curriculum). Through this study suggestions may be provided for how teachers can learn from their colleagues to create and implement effective minilessons. The findings of this study may also help program developers and administrators improve instruction within the scripted literacy program through extension activities and lessons to better align with assessments and explore the most effective ways to implement these curriculums in Carson public schools.

Scripted literacy programs have the potential to influence student achievement, so identifying the benefits and weaknesses of such curriculums is valuable to administrators, students' families, and educators. Scripted literacy curriculums may impact teachers' ability to teach effectively and their feelings about student achievement, holding consequences for professional satisfaction. Dresser (2012) described how novice teachers have had to shift from designing a curriculum that works to meet the needs of all

students, as they were taught in teacher preparation classes, to teaching with a one-size-fits-all scripted literacy program. Graue et al. (2015) described teachers' frustration at losing the opportunity to have holistic conversations with students and instead having to fill in extra time with assessments and interventions.

Overall, this study and resulting evaluation report is significant to elementary school administrators who are using or are considering implementing a scripted literacy program. This study may help to determine if scripted literacy curriculums are beneficial for student achievement and if they are being implemented in an effective manner in Carson public schools. Publishing companies who create scripted literacy curriculums may also use this information to reinforce their curriculums and explain implementation that supports student achievement. Parents and students will gain a better understanding of how scripted literacy curriculums are being implemented in Carson public schools, thereby giving them the information, they need to advocate for change; to determine whether another school would be a better fit for their student; or, contrarily, the reassurance they need that scripted literacy curriculums make a positive impact on student success.

Research Questions

My purpose in this project study is to evaluate scripted literacy programs in Carson public schools that use scripted literacy curriculums. The curriculum evaluation method that was used in this study was Bradley's effectiveness model. This method of an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches uses ten key indicators to measure the effectiveness of a curriculum curriculum that has already been developed. The 10 indicators are vertical

curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned change. Vertical curriculum continuality, horizontal curriculum continuality, curriculum priority, and positive human relations will be used in this curriculum evaluation. Bradley's effectiveness model can be used with any school and can focus on any aspect of the curriculum. The overarching research question for this qualitative study is: How are vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned changes implemented with scripted literacy curriculums in Carson Public School District?

Additional subquestions are as follows:

1. How does the use of supplemental literacy instruction as a part of a scripted literacy program affect vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned changes?

   Teachers currently have the option to implement supplemental lessons, which raises questions about how this affects scripted literacy curriculums because the success of these curriculums is only guaranteed when the program is taught with complete fidelity. This subquestion addresses the local problem because minilessons may be affecting the fidelity of the program.

2. How do teachers work together in Carson public schools when teaching a scripted literacy curriculum to ensure vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned changes implemented?

    Scripted literacy curriculum build lessons on previously taught skills so it is important that teachers have access to previously taught curricula so they understand the skills that students have already been taught and they need access to the curricula the students will have in future years, so they have an understanding of where their students are going and the skills they need to have to get there. Communication is another aspect of curriculum evaluation that needs to be addressed. Effective communication between teachers and administrators and teachers and the school board is important for curriculum implementation. This subquestion will address the local problem by evaluating specific elements of the curriculum and how the curriculum is implemented in Carson public schools.

I designed the subquestions for this study were designed to explore how professional relationships work in Carson public schools according to Bradley's effectiveness model, and how and if teachers are utilizing each other and curriculum coaches to maximize student achievement. The subquestions will help administrators to understand how supplemental minilessons affect scripted literacy curriculums, especially when it comes to fidelity of the curriculum. The research questions were answered

through a qualitative approach using an interview. Triangulation of this study occurred through the use of participants holding different positions with the schools, which ensures the rigor and trustworthiness of the study.

The methodology and findings of this qualitative study may help administrators determine the best course of action when implementing scripted literacy; it may help to determine if these curriculums are the most effective way to improve literacy skills for students in Carson public schools and determine if these curriculums should be taught with supplemental minilessons. The resulting evaluation may provide an understanding of what additional modifications teachers may need to their training curriculums and professional development to successfully teach scripted literacy curriculums and to create and implement supplemental minilessons.

Review of the Literature

I used the conceptual framework Bradley's effectiveness model for this project study. I examined a variety of sources to develop the research questions, identify relevant ideas and theories, and evaluate scripted literacy curriculums. The ten indicators used in Bradley's effectiveness model are vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned change. Vertical curriculum continuity refers to teachers having quick access to curriculum content across grade levels. Horizontal curriculum continuity ascribes content and objectives that are the same across grade levels. Instruction based on curriculum means lessons plan come from the course of study, curriculum materials match the content, and authentic tasks are used. Curriculum priority

ensures that financial and philosophical commitments are met. Teachers are compensated for work done in summer months, and curriculum topics are part of school board administrative and staff meeting agendas. Broad involvement describes buildings having teacher representation in curriculum committees. Long-range planning is a five-year review plan for each school. Decision-making clarity means decisions made over the development of the program focus on the decision and not who is making the decision. Positive human relations includes initial thoughts on the curriculum as derived from teachers, administrators, and curriculum staff. Theory-into-practice approach defines the vision, mission, graduation, outcomes philosophy, rationale, and authentic tasks as consistent within the program. Planned changed is proof that the internal and external public agrees with developmental plan changes. The district no longer determines how to develop a course of study for each program, but how to do it better.

Generally, the knowledge the researcher brings to the topic is known as researcher bias and is viewed as something to eliminate rather than as a valuable resource within the model. Existing theories and research include published work as well as ideas and theories from other people that guide a new research study. Pilot studies serve the same purpose as existing research but focus on the specific topic of the current study. For this study, I gathered the perspectives of teachers in the research site.

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

NCLB (2002) is educational legislation that changed how reading was taught in the beginning of the twenty-first century. It was signed into effect on January 8, 2001, by then President George W. Bush with the intention of providing an equal educational opportunity to all students (Anderson, 2014). The goals of NCLB included bridging the

achievement gap, holding educators accountable for student achievement, and changing how funding was allocated. The Reading First initiative was the NCLB's academic cornerstone. Reading First provided grant money to states for professional development, curricula, and assessments provided that the schools used scientifically tested curricula. The National Reading Panel (NRP) was the primary source for determining scientific data underpinning, as well as which commercial reading curriculums—including scripted literacy curriculums—aligned with the findings of the NRP. In response, schools that had large populations of low achieving, struggling readers who lived in poverty turned to scripted literacy curriculums because of their scientific basis, as supported by NCLB (Anderson, 2014). NCLB therefore caused a shift in education trends, including how assessments were used, and had associated costs that impacted schools, including the increased use of scripted literacy curriculums.

One trend in education that has been of growing concern is the gap in achievement between white students and their African American and Hispanic peers. In response, the National Urban League has worked to empower parents and students to fight for educational justice and identify and address inequalities in the education of African American students (Morial, 2015). According to Reardon, Greenberg, Kalogrides, Shores, and Valentino (2012), a major goal of NCLB was to bridge this achievement gap. There is some evidence to support a small increase in academic success of African American students over the last ten years, but it is still unclear if NCLB worked to narrow the achievement gap (Reardon et al., 2012). This is impactful because schools with high poverty rates have adopted commercial reading curriculums as a way to meet the requirements of NCLB (Anderson, 2014), and schools in high poverty areas

often have higher populations of minority students—with 27.4% of African Americans and 26.6% living in poverty as opposed to 14.5% of white students living in poverty (The State of Working America, n.d.).

Accountability testing is one of the main focuses of NCLB. This testing was used as a way to ensure teachers were held accountable for student success. Opinions on accountability testing vary. Morial (2015) argued that accountability testing shows progress made by students and schools and therefore is positive. Alternatively, criticism of these tests includes narrowing curriculum focus, teaching to the test, test preparation, the cost of these tests, heavily reliance on one test score, cheating, and biased test questions (Zilberberg, Anderson, Swerdzewski, Finney, & Marsh, 2012). The focus of the curriculum in many schools has shifted to prioritize the content of the test, and subsequently led to the practice of "teaching to the test," where only test material is taught or heavily emphasized. Under NCLB, one test score—rather than a variety of materials, experiences, and practices—determines school success. Students as well as teachers and administrators have been caught cheating in order to increase student test scores, due to the pressure of the test. Biased questions may be difficult and cause confusion for students who have diverse experience and backgrounds. Zilberberg et al. (2012) further questioned whether students understand the importance of these assessments, or if they would put more effort into the tests if they understood them better. The authors argued that students who have a better understanding of standardized tests have the potential for greater test success.

Some educators, administrators, parents, and students' further question whether standardized tests are accurate. Zilberberg et al. (2012) explained six fundamental

concepts about assessments, which are necessary in order to form intellectual opinions about standardized tests (as opposed to beliefs formed on incorrect information): (a) understanding what a standardized test is, (b) the difference in norm-referenced and criterion-referenced tests, (c) reliability, (d) validity, (e) knowing what a passing score is, and (f) how to obtain more information about a test. The overall goal is to understand the test in order to support student achievement.

The cost of providing public school education is considerable; the federal budget for the 2015–16 school year was $68.6 billion (U.S. Department of Education, 2015). Neely (2015) explained how the passage of NCLB made federal funding for schools contingent on accountability and reporting standards. This meant administrators were required to show progress based on student state test scores. These changes caused an increase in testing, tracking, and reporting in schools. Aside from allocating funds, NCLB affected the spending required of schools. Neely (2015) described a significant increase in resource-dependent administrative costs, even after controlling for NCLB funds. There was an increase in administrative costs not funded but caused by NCLB; as such, administrators were responsible for covering those costs.

In sum, changes in educational trends, assessments, and funding have resulted from NCLB. Opinions regarding NCLB as well as the trends, assessments, and uses of funds dictated by NCLB are varied. An understanding of NCLB is vital for teachers to understand the mandates that have been placed on them. There are costs associated with NCLB that schools must cover in order to get the funding attached to this legislation. The NCLB requires curriculum curriculums that are used in schools to be scientifically based,

which includes certain scripted literacy curriculums. It is therefore important to understand NCLB when assessing these literacy programs.

Common Core State Standards (2010)

Under President Barack Obama, Common Core State Standards were introduced in the United States. Common Core is a combination of curriculum, the CCSS, and assessments related to the national curriculum (Evers, 2015). More specifically, Common Core is a K–12 curriculum that aligns subject matter, teaching tools, texts, and lesson plans in a sequential manner. The Department of Education requires that this curriculum be aligned and enforces consent to this alignment. Peterson, Barrows, and Gift (2016) stated that the CCSS define what students should know and be able to do in math and language arts. In 2006, a report from the Thomas B. Fordham Foundation outlined the two stages to create a national curriculum: create and enforce curriculum and assessments and create incentives for states that adopt this curriculum (Evers, 2015). Currently, 42 states and the District of Columbia have adopted these standards (Common Core State Standards Initiative, 2017).

According to Lake, Hill, and Maas (2015), the CCSS focuses learning on a set of rigorous standards that prepare students for higher education. These standards were created to address the issue with schools in the United States underperforming in comparison to other Organisation for Economic Co-operation and Development (OECD) countries regarding student preparedness for careers and higher education. According to Jacobs (2016), the CCSS focus on students' abilities to explain their reasoning, develop arguments, and provide evidence in the text. Evers (2015) added Common Core dictates how topics are taught, and assessments ensure topics are taught as prescribed. The CCSS

presented a new set of challenges for teachers. Teachers had to change the way they delivered instruction and had to be prepared to implement the CCSS (Slate, n.d.). Teachers need to function at a higher cognitive level in order to carry out instruction for CCSS, and also require additional technological training (Slate, n.d.).

A component of Common Core is Race to the Top, a grant program that provides money to states that meet requirements to adapt to standards such as Common Core (Evers, 2015). Grants totaling more than $4.3 billion have been awarded to all except 18 states and the District of Columbia (Peterson et al., 2016). The Race to the Top grant also includes $360 million to create assessments for Common Core (Evers, 2015).

Scripted Curriculums

Scripted curriculums are commercial programs used to teach a variety of subjects. Scripted literacy curriculums have been around for decades, but the push for these curriculums began mainly in 2000 after the NRP stated support for the teaching of phonics and phonemic awareness in a systematic way (Dresser, 2012). Implementation of scripted curriculums in the United States and throughout the world is on the rise (Sparks, 2014). Administrators are looking to scripted curriculums to help raise their students' test scores quickly and achieve AYP. Two aspects of scripted literacy curriculums that are important to understand are implementation fidelity and the standard curriculum they provide.

The success or failure of a scripted curriculum can rest heavily on implementation fidelity; this means teachers must follow the program verbatim (Anderson, 2013). Scripted curriculums are intended to work well regardless of who is teaching, provided it is taught as intended. Most schools that use these curriculums spend a great deal of

money hiring curriculum coaches to ensure that fidelity is achieved (Anderson, 2013). Two scripted curriculums that are often used for literacy education are SFA and DI.

The academic improvement brought on by scripted literacy programs can be attributed to a standard curriculum (Pettey, 2013). A standard curriculum makes teacher planning and supervising easier, guarantees teacher consistency, provides teacher training, and ensures a scientifically based curriculum according to Reading First guidelines. Despite gains in student test scores, scripted curriculums have limitations. Research supports the use of scripted literacy curriculum for improving student achievement, as well as the consequences for individual students and educators. Teachers are not permitted to differentiate instruction outside of the confines of the curriculum, and these curriculums can have negative effects on teachers' autonomy and creativity, leaving teachers feeling frustrated and overwhelmed if they are forced to teach using scripted literacy curriculums (Dresser, 2012).

Success For All

Success For All is a scripted curriculum used in the United States and throughout the world. It was created at John's Hopkins University in Baltimore, Maryland. Slavin and Madden (2013) explained SFA is a comprehensive reform program aimed primarily at schools located in high poverty areas. It is a way to restructure schools to increase the odds of success for students at risk of school failure. It focuses on five program elements to ensure student success: prevention; early intervention; the use of reading, writing, and language arts curricula; professional development; and parent involvement (Tracey et al., 2014). The approach to prevention includes repetition and building students' background knowledge and vocabulary through cooperative learning, stories, and themed-based

learning. Early intervention strategies used in SFA include tutoring and parent involvement to improve students' achievement before problems become serious.

Slavin and Madden (2013) further explained the model. Preschool and kindergarten curriculums work to build students' language development, reading readiness, and self-concept. Quarterly assessments are designed to ensure students make adequate progress. Family support teams involve parents helping their children succeed. Facilitators work with teachers to ensure the program is implemented properly and to assist with assessments. These components ensure SFA's success. Implementation fidelity of SFA requires schools to include all five of the key components because the curriculum designers created these components to work together and only expect to see improvements when the program is taught as intended.

Sparks (2014) supported the use of SFA to improve student achievement. It is currently used in over 1,000 schools and taught to more than 300,000 students. In 2009, the SFA foundation received a federal grant of $49.3 million from the i3 program to expand its use to more schools. In 2011–12, 19 schools were selected to implement SFA through the i3 grant. After the initial year, assessments indicated that these students did significantly better than students in similar demographics who were not taught using this program. These results show the potential positive effects SFA can have for students; however, this may not be the case in all situations, as the findings cannot be generalized.

Direct Instruction

DI has been a model for scripted curriculums for more than 30 years. This model of instruction is more than one single program—it is a variety of curriculums covering language arts and mathematics that utilize a specific set of skills and strategies. Example

DI programs include Reading Mastery, Horizons, Corrective Reading, Language for Learning, Language for Thinking, Language for Writing Reasoning and Writing, Essentials for Writing, Expressive Writing, Spelling Mastery, Connecting Math Concepts, Corrective Mathematics, and Essentials for Algebra (National Institute for Direct Instruction, 2015). White, Houchins, Viel-Ruma, and Devers (2014) identified positive outcomes resulting from the use of DI in the improvement of writing achievement for students with disabilities. The success of these curriculums is due to the specific strategies used, scaffolding, and the strategy integrations embedded in the teaching method. The high structure of these curriculums has proven to be beneficial in increasing student achievement (Goss & Brown-Chidsey, 2012). Specific wording and presentations are used to teach new concepts and skills. The literacy program encompasses careful progression of sequencing examples and nonexamples that generalize and integrate skills and concepts. Students have the opportunity to respond to the prompts in DI with maximum capacity through choral responses as a whole group, as well as during individual turns. Maximizing students' response opportunities is key for students with learning disabilities and when students are learning a new skill.

The Nation Institute for Direct Instruction (2015) explained DI is a teacher-directed approach to education that is supported by the NRP. Major components of DI include phonemic awareness, phonics, fluency, vocabulary, and comprehension, which are skills outlined by the NRP as important skills to prevent reading failure (Goss & Brown-Chidsey, 2012). Writing is also emphasized as an integral part of literacy instruction in DI. Expressive writing (EW) is a DI writing program. White et al. (2014) proved EW has the potential to increase students' writing abilities greatly. Components

of EW include writing mechanics, sentence writing, and editing; however, it does not include any prewriting activities (White et al., 2014). A limitation of White et al.'s (2014) study is that it cannot be generalized to populations outside of those in this study. This study needs to be replicated in other populations to create generalizable findings.

Positive Outcomes of Scripted Curriculums

Research conducted by Campbell (2014) and White et al. (2014) supports the positive impacts of the implementation of scripted curriculums. The main appeal of scripted curriculums is the potential to increase student achievement (White et al., 2014). Scripted curriculums may be successful because they provide students with opportunities to answer and respond to questions, optimizing academic focus. Additionally, through SFA, students receive early intervention services. According to CHADD (n.d.), the Individuals with Disabilities Act (IDEA 2004) and the Reading First Initiative (U.S. Department of Education, 2014) required schools to provide early intervention instruction to students at risk of reading failure or students who struggle yet have not been identified as needing special education services. In SFA, these early intervention strategies are provided through differentiated instruction, tutoring, and parent involvement (Tracey et al., 2014).

Another positive feature of scripted curriculums is the ease with which small group and individual instruction can be conducted. Paraeducators can support students who need extra practice with literacy skills. They should not teach new information, only reinforce what has already been taught, giving students more time to master new skills. This also allows students extra practice time without taking lesson progress time from the whole class. On the other hand, paraeducators do not have the educational background

that teachers do, which may cause problems when working in small groups, even if they are only reinforcing skills the teacher has already taught. Additionally, SFA utilizes tutors to give students extra practice time with new skills. For example, a newer feature of SFA is an online tutoring program called Tutoring with Lightning Squad (Success For All Foundation, 2015). According to the Success For All Foundation (2015), Tutoring with Lightning Squad is a web-based tutoring program that does not require software installation. It supports phonemic awareness, phonics, vocabulary, fluency, and comprehension. It utilizes teacher professional development and online data tools and analysis and has a home link to share progress with students' families.

The emphasis scripted literacy curriculums place on phonics skills and cooperative learning is causing countries around the world to embrace the curriculums, particularly SFA. For example, schools in England are working to increase phonics instruction through SFA instruction in hopes of raising literacy achievement (Tracey et al., 2014).

Cooperative learning, which is utilized with some scripted literacy curriculums, can further increase students' self-efficacy and metacognition by holding students accountable for their own learning. Students are taught in mixed-ability pairs and in groups of four, which promotes interdependence and holds the students responsible for their own learning (Success For All Foundation, 2015).

In sum, scripted literacy curriculums have been linked to an increase in student achievement as measured by state standardized test scores. These curriculums offer students access to early intervention strategies through tutoring services, differentiated instruction, and parent involvement. Paraeducators can work with students to reinforce

skills that students need additional practice with, without disrupting the lesson progress of the entire class. Lastly, the high emphasis on phonics and cooperative learning is enticing to schools looking to improve student achievement.

Negative Consequences of Scripted Curriculums

Scripted literacy programs are viewed negatively by some educators due to their inability to meet the needs of all students, the limitations these curriculums place on teachers, their misuse with preschool children, research bias against students living in poverty, the systematic way of teaching phonics that is too narrow, the high structure drill and practice routines, and the cost. Critics of DI and other scripted literacy curriculums (Dresser, 2012) question the ability of these curriculums to meet the needs of individual students. There are concerns that teachers are not permitted enough time to review and reinforce concepts with which students need more practice. When scripted literacy curriculums are used, teachers are unable to deviate from the script to explore student interests.

According to Graue et al. (2015), scripted literacy curriculums negatively impact students by forcing a standard curriculum that leaves little time for authentic interactions between teacher and student. Teaching a scripted curriculum has limitations for the teachers as well. Dresser (2012) explained scripted literacy curriculums have changed the role of teachers, making them mere transmitters of information as opposed to professionals. It works against a teacher's intuition and causes students to lose interest. It also stifles creativity and permits low-level responses from students. Teaching from a script lessens teachers' abilities to have authentic interactions with their students. Graue et al. (2015) explained the presentation of materials as opposed to the interactions

between teacher and students has become the definition of teaching. In order to comply with state mandates, many schools have turned toward scripted curriculums, leaving teachers feeling overwhelmed and powerless. Campbell, Torr, and Cologon (2014) asserted that scripted literacy undermines teachers' professional knowledge by prohibiting their ability to differentiate instruction and create their own lessons.

Scripted literacy curriculums are not recommended for young students. Graue et al. (2014) explained that a traditional early childhood education is focused on child-centered practices, which includes activities that are guided by the children, age appropriate, interactive, and revolve around the interests of the students. With scripted curriculums, however, this is not the case. In most classrooms today, and especially when scripted literacy curriculums are used, classroom instruction is directed by standards and a heavy assessment schedule that leaves little, if any, room for play.

Assumptions have been made about commercial reading curriculums overcoming negative social conditions such as poverty, and many schools in high poverty areas are implementing them for this reason (Anderson, 2014). Poverty is a strong indicator of school success and it is unknown at this time if the use of scripted curriculums affects that indicator. This is important to understand because scripted curriculums may or may not be an "automatic fix" to improve the literacy achievement of students living in poverty, although they are implemented for that very reason. Students living in poverty may need more than just the use of a specific literacy program in order to improve their learning.

Campbell et al. (2014) argued that the systematic way of teaching phonics used in scripted literacy curriculums focuses on a narrow skills base. Due to this approach,

teachers are not able to meet the varied needs of the students in the class. Skills are taught one at a time and build upon each other, as opposed to in a more organic manner where students are taught to their skill level. Campbell et al. (2014) further addressed the use of high structured drill and practice routines and rote memorization, which are used with scripted literacy curriculums. With DI, students respond in unison to commands to practice new skills, such as identifying what sounds letters make (NIFDI, 2015). Questions have been raised concerning students' ability to transfer these rote skills into other academic areas. Students may be successful with a skill when the scripted literacy curriculum is used but may not be able to apply that knowledge outside of the curriculum (e.g., applying comprehension skills learned in small group instruction during independent reading).

When teaching a scripted literacy curriculum, teachers are forced to decide between doing what they know they should according to school policy and what they know is right for students. Scripted curriculums are changing the role of the teacher in the classroom—when these curriculums are used, teachers simply become the transmitters of the knowledge. Dresser (2012) stated teachers often feel rushed by scripted curriculums; they feel they do not have enough time to address the individual needs of their students. The possible limitations placed on teachers through the use of scripted curriculums include motivation, creativity, and professional development.

An additional concern associated with scripted literacy curriculums is the cost (Campbell et al., 2014). The prices of scripted literacy curriculums vary (typically $200 to $2,000 per student; Campbell et al., 2014), but they have a growing number of expenses depending on the additional resources purchased. This is important to think

about when a scripted literacy program is implemented. A cost–benefit analysis must be performed to determine the strengths and weaknesses of the program and its worth to the specific student population of the school.

In summary, the negative features of scripted literacy curriculums such as the inability to meet the needs of all students, limitations placed on teachers, misuse with young children, research bias, the narrow way phonics are taught, the high structure drill and practice routines, and the cost have been well documented in the research.

Implications

This study may impact the field of reading and literacy education through the exploration of scripted literacy programs. The teachers who will participate in this study do not have the ability to modify scripted literacy curriculums as is the policy of administrators; however, they can add minilessons to ensure mastery of skills. This policy was put into place to help students succeed academically and bridge the gap between curriculum and assessment. Adequate research has been conducted on the impact of scripted literacy curriculums on students, and the lack of autonomy for teachers has been well documented (Campbell et al., 2014; Slavin & Madden, 2013), but an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches to explore the use of scripted literacy curriculums in Carson public schools has not been conducted and these curriculums continue to be used. The project, which will come from this project study, is a report based off of an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches.

Summary of Section 1

An evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches of scripted literacy curriculums in Carson public schools is needed because the use of scripted literacy curriculums has continued and includes the addition of program modifications without an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches having been conducted. For this qualitative study, 12 teachers who teach a scripted program in the Carson Pubic School District were recruited to participate in interviews to address the research questions. The results of this study may help teachers and administrators determine how to use scripted literacy curriculums to maximize student achievement. Parents and students will further be able to advocate for change as needed in the teaching of the literacy curriculums based on the results of this study. Curriculum publishing companies may also benefit from additional understanding of potential issues with scripted literacy curriculums. Although the findings may not be generalizable to other schools and districts, they may provide a foundation for future research that aims to assess, monitor, and modify the scripted curriculums.

Section 2: The Methodology

Introduction

For this study, I aimed to preform an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches scripted literacy curriculums in the Carson Public School District, a large urban district in the mid-Atlantic United States. This study was needed because these scripted literacy curriculums continue to be used in Carson public schools, with the addition of program modifications, without the completion of an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches. In this qualitative study, I conducted a document review and analyzed data collected through interviews to gather the perspectives of teachers, administrators, and curriculum coaches on scripted literacy curriculums in Carson public schools. Although research has shown the positive and negative aspects of scripted literacy curriculums, an evaluation of the scripted literacy curriculums in Carson public schools has not been done. Teachers' experiences are valuable as they can identify what works and does not work, as well as potential helpful modifications for the curriculums in these schools. For this study I used the ten indicators of Bradley's effectiveness model, which includes vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned changes implemented to evaluate two scripted literacy curriculums: DI and SFA.

Qualitative Research Design and Approach

A qualitative case study was the basis for this doctoral project study. According to Merriam (2014), "Qualitative research is interested in how people interpret their experiences, how they construct their world, and what meaning they attribute to their experiences" (p. 5). A qualitative research method matches my purpose in this study by using teachers' interpretations of their experiences with scripted literacy curriculums to identify how they perceive the implementation of the curriculums. Atkins and Wallace (2012) described qualitative case studies as a way for researchers to explore a phenomenon in a real-life context. This approach allows for the researchers to look at specific phenomena being researched through a variety of approaches. Atkins and Wallace (2012) further highlighted the fact that case studies, such as other types of qualitative research, cannot be generalized, but are useful in a small-scale setting to explore a research question or theory.

Different types of case studies include explanatory, exploratory, descriptive, multi-, intrinsic, instrumental, and collective case studies. For this research project, I used a project evaluation case study. My purpose in this study was to explain what is happening with scripted literacy curriculums and their use in Carson public schools. I utilized the perspectives of teachers in this school district to evaluate scripted literacy curriculums. The SFA (2015) stated the results continue to show positive effects of the use of SFA. Schools have seen gains from 16% to 60% in students reading at or above grade level after the implementation of SFA. The National Institute for Direct Instruction (2015) claimed students who are taught using DI have significantly higher achievement than students taught with other curriculums.

For this qualitative project study, I conducted a curriculum evaluation using Bradley's effectiveness model. Twelve participants including teachers, administrators, and curriculum coaches helped in exploring the vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned changes implemented provide an evaluation of curriculum from their perspectives in some Carson public schools. According to Latham (2014), qualitative research studies should use between 12 and 20 participants. Using qualitative research, researchers can look at the reasons behind the problem and not simply whether the problem exists.

The participants completed an interview to evaluate the scripted literacy curriculums that are used in their schools. I recorded these interviews and coded them. I kept the findings in a research journal. This research method will give teachers a way to describe their experiences. Data triangulation occurred through interviews with school personnel that hold different positions including teachers, administrators, and curriculum coaches. Overall, my goal in this study was to understand a specific phenomenon in keeping with Merriam's (2012) explanation of the purpose of qualitative research methods in education.

Participants

The participants were third-, fourth-, and fifth-grade teachers currently teaching a scripted literacy program in a Carson public school; administrators; and curriculum coaches. I contacted participants via e-mail from a list of third-, fourth-, and fifth-grade teachers in the school sites. I asked participants if they would like to participate in this

research project study. They were given the opportunity to provide the contact information for other individuals they think might wish to participate as well, creating a snowball effect to gain more participants. The optimal number of participants needed for this study was 12. This sample is a large enough number that a vast majority of experiences will be recorded, but a small enough number that I was be able to gather enough data from each participant to provide in-depth inquiry and build strong relationships with myself, which is important to build trust and gain accurate responses. This number was feasible within the population. A small number of participants allows for an in-depth exploration of the research topic, without creating an overwhelming amount of data. If more than 12 participants volunteered, I used purposeful selection to choose the ideal number, which will, for this study, involve participants who will be the most effective based their teaching experience. I selected the teachers with more years of teaching a scripted literacy program because they have had multiple experiences with students and the program. The participants were required to have a minimum of one full school year of teaching experience with a scripted literacy program to ensure they have had adequate experience with scripted literacy curriculums. Figure 4 graphs the professional information of the participants including the school where they work, the number of years they have taught, and the number of years they have taught a scripted literacy program.

Participants	School	Years teaching	Years teaching scripted literacy program
1	A	25	15
2	A	16	8
3	A	3	3
4	B	32	18
5	B	6	4
6	B	5	1
7	C	21	16
8	C	11	11
9	C	7	3
10	D	19	14
11	D	8	6
12	D	2	2

Figure 4. Participant demographics.

Establishing a researcher–participant working relationship is important to any research project. First, I spent time getting to know the participants professionally and personally through casual conversation, in order to create an environment for open communication and to establish trust. It is important to make participants feel comfortable opening up to and sharing their experiences and to ensure the accuracy and adequacy of information they provide. Participants must trust me to keep their identities confidential because they could face repercussions in their professional settings for speaking against these curriculums. Identity protection was reviewed during the informed consent process. According to Postholms and Skrovest (2013), the researcher must maintain a close working relationship with the participants. This relationship is important in order to obtain accurate narratives from the participants and is the job of the researcher.

Measures were taken for the protection of participants' rights, including confidentiality, informed consent, and protection from harm. To protect participants' confidentiality, pseudonyms were used in place of their legal names as well as the name of the schools where they teach. All participants were informed of the research process and their rights orally and in writing and will sign a consent form that they understand the procedures. The procedures for this research study were that each participant was invited to participate through an email letter that describes the study and requirements for participation along with the consent form. Participants were instructed to review the requirements and within one week to either sign their consent form or decline to participate via email to me. I then contacted each consenting participant and had them chose the location and time of their interview. Each interview took place as requested by participant. After all of the interviews are conducted, I analyzed the data and construct a draft of findings after which member checking will be done. No physical harm will come to the participants and they will be protected from other unintended harm by keeping their identities confidential.

Data Collection

Data collection for this project study consisted of an interview with each participant. Each interview lasted one to two hours and was held in a location of the participants choosing, but not in participants' classrooms. The interviews were semi-structured as a one-on-one interview, in a place of the interviewees choosing between the researcher and each participant (Center for Innovation in Research and Teaching, n.d.). This type of data collection, according to the Center for Innovation in Research and Teaching (n.d.), is quick and easy to administer, but it does not allow for follow up.

Credibility and Trustworthiness

The three types of school personnel who were recruited as participants to collect and to triangulate the data are teachers, school administrators, and curriculum coaches. Data triangulation refers to cross-verifying data through more than two sources (Better Evaluation, 2014), I used an external reviewer who is a reading expert and qualified to review research to review all data and check for logical development of themes and conclusions. The reviewer also signed a confidentiality agreement to protect the confidentiality of the participants.

Data triangulation is used to enrich, refute, confirm, and explain data—it also eliminates bias (Better Evaluation, 2014). This type of data collection is appropriate to gain an in-depth understanding of teachers' experiences with teaching scripted literacy curriculums. As recommended by Centercode (2016), I created the data collection instruments and beta test each instrument by completing the interview questions with two people who research participants were not to ensure that the answers address the questions as intended and to review for clarity of the questions.

The interview data were gathered and collected in person and through note taking and audio recording with the permission of the participants. I transcribed the recorded data from the interviews. Gathered data and emerging ideas were kept in my research journal. Interview and data were kept in a chart with each participant's responses to the same questions side by side. A running log of data was kept in this journal as well. All data was stored on a password-protected computer and backed up on a separate hard drive. All data and the study computer will be stored in my home for five years, and then it will be destroyed.

Role of the Researcher

I previously taught pre-kindergarten and kindergarten in a Carson public school, but no longer have professional ties to the district other than past employment. There are no professional ties between the participants and me. Permission was granted through the Walden University Institutional Review Board (IRB) before research was conducted. All study participants gave written permission for their data responses to be used in the final study. They had the risks explained to them and understood that their identities would be kept private. They were given a written explanation of the purpose and objectives of this study, as well as their role and the researcher's expectations of them.

I conducted, collected, and analyzed all data for this study. I shared the study results with each participant. I remained neutral in the data collection and analysis process, which means staying objective. To help maintain neutrality, I had a doctoral committee to hold me accountable, to review data analysis, and to check for bias and used an external auditor. Postholms and Skrovest (2013) explained that keeping notes is another way for the researcher to be aware of his or her subjectivity. These notes helped to keep me grounded in what is actually said and not in my interpretations.

Member checking is another way to remove biases from the study (Harper & Cole, 2012). Member checking was done by providing each participant with a copy of my data findings for review of their own data included in the findings for accuracy of my interpretations of their data and to review all findings for viability in the setting.

Data Analysis

After each interview, the responses were reviewed to get a sense of the experiences of the teacher, and to modify the interview protocol as needed. The role of

the conceptual framework in data analyses was to use the ten indicators to evaluate the scripted literacy curriculums. After all the data was collected, it was analyzed and coded by each of the ten indicators and then analyzed within each category to find common themes. There are many ways to analyze qualitative data. According to DeCuir-Gunby, Marshall, and McCulloch (2011), researchers do not have a universally agreed upon method for coding qualitative data. A codebook is a way to code qualitative interview data. To create a codebook, the researcher must first create codes. DeCuir-Gunby et al. (2011) described codes as labels given to units of information compiled in a study. DeCuir-Gunby et al. stated codes can be assigned before data is collected, they can be developed from the raw data, or they can emerge from research goals or questions. Codes are organized in a codebook and I used the conceptual framework to guide the codes I used. DeCuir-Gunby et al. explained a codebook is a set of definitions, codes, and examples that guide the data analysis.

I stayed in contact with the participants throughout the data collection process. Each participant was given a copy of my draft finding for review—their own data was included in the findings—for accuracy of my interpretation of their data and to review all findings for viability in the setting.

Evidence of Quality

For this study, a rigorous interview data collection process was employed in order to establish the credibility of the research and myself. Harper and Cole (2012) defined member checking as a way to ensure quality by which the researcher seeks to improve the accuracy, validity, and credibility of a research interview. Member checking was done by providing each participant with a copy of my draft finding for review of their

own data included in the findings for accuracy of my interpretation of their data and to review all findings for viability in the setting. Participants were then given the opportunity to discuss with the researcher to clarify, add to, or modify their responses, creating more valid interpretations of their experiences.

Procedures for Dealing with Discrepant Cases

Themes in qualitative data can arise and cause shifts in the study. Therefore, data triangulation was in place with this study to monitor for themes. Different researchers can also cause discrepancies in research by interpreting data differently. This was dealt with in this study by only having one researcher conduct and interpret the data. Transferability in this study was addressed by clearly describing both school contexts and the district context so that the reader can transfer results to schools and districts with similar contexts.

Coding procedures were used to identify themes within the ten components of Bradley's effectiveness model that might expose problems of or support for the use of scripted literacy curriculums. I shared the ideas and thoughts of the research participants with the reader, who may then apply the themes and findings in their schools. Member checking and triangulation was in place to identify discrepant cases. I addressed these cases with each participant involved in order to clearly report discrepancies and/or resolve issues in interpretation of data.

Limitations

Limitations of this study include human error and transferability to a larger population. The participants may not respond to all data collection items accurately based on what they remember or how a situation is perceived. The small sample size may not

necessarily reflect the views of all teachers who teach a scripted literacy program. The experiences of each participant are his or her own, and since the participants in this study will only be located in one school district, the research findings may not be transferable to schools that are vastly different from the schools used as research site for this study.

Data Analysis Results

For this research project I sought to preform an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches being used in Carson public schools under the Carson Curriculum Project. The data for this research project was gathered over the duration of four weeks. I contacted potential participants and invited them to participate by using the public school email system to email teachers who worked in the schools that used the scripted curriculum I wanted to evaluate. The teachers who were interested took a survey to ensure they met the criteria. After 12 research participants were selected, I began my research. Each participant chose the location, date, and time of his or her interview. These locations ranged from public libraries, to their homes, to coffee shops. I recorded the interviews so that I could focus on what was being said and not writing what was said. Once all interviews were completed, I listened and transcribed all of the interviews. I performed member checking by having each participant review their data sets. When the interviews were transcribed and member checking completed, I coded the data. I coded like themes that arose in the interviews using different color highlighters. Each of my interview questions started with a yes or no question; those answers were highlighted green for yes and red for no. The elaboration with examples was then coded differently for each question based on the possible responses.

The problem that I saw in the research sites was the continued use of scripted literacy curriculums even after modifications were made without improvements in test scores. In addition, an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches had not been conducted. The research participants for this study were third, fourth, and fifth grade teachers, curriculum coaches, and administrators in one of four Carson Curriculum project schools. At the time of this study all four schools were using Direct Instruction (DI), but some had in the past use Success For All (SFA). Each administrator has some room to make instructional decisions for his or her own schools, but generally instruction decisions come from the management company of the schools. Since The National Institute for Direct Instruction (NIFDI) dictates that DI be taught with complete fidelity the Carson Curriculum Project follows that recommendation with a few modifications. The biggest differences in the four schools is that school C allows for more play in the early childhood classrooms. They were given traditional center props from the school board to incorporate into these classrooms that was not provided to the other schools.

School	Student population race/ethnicity	Students from low socioeconomic status homes	Student to teacher ratio	Students proficient on state assessment
A	98% African American 1% Hispanic 1% Island Pacific	98%	19:1	56%
B	98% African American 1% Hispanic 1% White	94%	15:1	44%
C	40% Hispanic 37% White	75%	15:1	78%

D	18% African American 4% Two or more races 1% Asian 79% Hispanic 11% White 9% African American 2% Asian	97%	12:1	57%

Figure 5. School demographics.

The overarching research question for this study was: How are vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned changes implemented with scripted literacy curriculums in Carson Public School District? These research questions were created from Bradley's effectiveness model to evaluate scripted literacy curriculums. The subquestions were: (a) How does the use of supplemental literacy instruction as a part of a scripted literacy program affect vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned changes? (b) How do teachers work together in Carson public schools when teaching a scripted literacy program to ensure vertical curriculum continuity, horizontal curriculum continuity, instruction based on curriculum, curriculum priority, broad involvement, long-range planning, decision-making clarity, positive human relations, theory-into-practice approach, and planned changes are implemented? The subquestions were studied to evaluate the use of scripted

literacy curriculums in some Carson public schools. A limitation of this study is that it can only be transferred to schools that are similar to the schools used in this study.

Vertical Curriculum Continuity

Participants from three out of the four schools described teachers in their schools as having quick and constant access to the curriculum materials from above and below the grade levels they teach. Vertical curriculum continuity is important according to Arduini (2014) because it allows for reflection of knowledge and adds value to fundamental school subjects. One participant from school A (participant 1) expressed frustration about a lack of access to curriculum materials in her school due to the arrangement of availability. She said, "I am questioned when requesting curriculum materials from academic coaches and they determine if my access to these materials is appropriate". In this school materials are kept in a secure closet and teachers do not have access without an academic coach present. A participant from school B (participant 5) described the process of acquiring curriculum materials in his building as easy—"any teacher can access any piece of curriculum material from the book room as needed". He added "since students are grouped by ability most teachers have the guidebooks for the grade above and below them in their classroom already". A participant from school C (participant 9) explained, "teachers are provided with the reading mastery kit that they will need at least three days before the school year begins and they can access other materials they will need from the book room". A participant from school D (participant 10) explained the process of getting materials from the book room as simple—"all teachers need to do is ask a curriculum coach for access to the book room". Patterns, relationships, and theme for this indicator are the majority of the teachers in these schools have quick and constant access to curriculum materials from the grade levels above and below the ones they teach. Salient data for this indicator is that

participants from school A do not having quick and constant access to curriculum materials above and below the grade levels they teach.

Horizontal Curriculum Continuity

Horizontal curriculum continuity according to Klein (2016) refers to staff members in different positions working on the same things; this means that teachers in different classrooms within the same grade would be teaching the same thing. All research participants reported that the content and objectives that are taught are not common among all classes in the same grade level. Instead, students are grouped by ability as oppose to grade. A participant from school A (participant 2) explained, "students in my school are group by ability and assigned to the classrooms that match that grade level; for example, all third-grade students reading at a first grade level are assigned to the same teacher". Students are tested and reassigned to different ability groups or even classes if and when necessary". A participant from school B (participant 5) described the groupings at her school: "five classes with two groups learning to read while three groups are reading to learn". A participant from school C (participant 8) added, "content and objectives all follow a spiral approach and build off of previously learned skills regardless of a student's ability level, or grade. Each week academic coaches are provided with data so they can provide teachers with feedback to help students obtain mastery." Yurdakul (2014) does not agree that there is a need for all teachers in the same level to teach the same things, stating the outcome of the curriculum is what is important to avoid making the program too mechanical. Patterns, relationships, and themes for this indicator are students being grouped by ability level and not by grade level. There is no salient data for this indicator since there was no discrepancy in the data.

Instruction Based on Curriculum

All participants reported that the lessons in the scripted literacy program they teach are developed from a course of study. Curriculum materials used are closely aligned with the content objectives. Authentic tasks that are a part of DI are more evident in the language program than the reading program. Dombek and Otaiba (2016) cited the reason to use curriculum-based instruction as giving teachers the ability to measure small growth in student achievement. A participant from school A (participant 2) described the process of creating DI, "all curriculums go through extensive scientific-based studies when developing new curriculums or implementing new updates into the programs". "DI curriculums undergo pilot testing throughout the country, with different grades, in different demographic bases, and teachers who are piloting the program have daily access to a target person from the company, to provide feedback including what did and did not work, student progress, and achievement levels. This process is set up to ensure curriculum materials and objectives are aligned". Goldman and Pellagrino (2015) support this approach by outlining the scientific research of curriculum curriculums in supporting academic achievement. A participant in School B (participant 6) explained "the stories in DI follow a sequence: many lessons in a row will follow the story building upon the previous days lesson". An important authentic task that is developed is comprehension. A participant from School C (participant 7) said, "there is a vetting process to ensure that all curriculums are developed from a course of study and that all curriculums are research based". A participant from School D (participant 12) added, "teachers are prepared to teach DI by going through an intensive training program. Curriculum materials closely align with objectives and the curriculums contain many opportunities for authentic tasks.

One specific task in the reading program in DI is that students are instructed to read in an authentic voice and not like a robot". Patterns, relationships, and themes for this indicator are that all research participants agreed that this program is developed from a course of study. There is no salient data for this indicator.

Curriculum Priority

The majority of participants had little to no knowledge of clerical assistance and stipends that are available to teachers for work pertaining to scripted literacy program taught during the summer months. According to Baker, Farrie, and Sciarra (2016) money in schools matters, stipends for teachers or higher salaries improves the quality of the teachers. A participant from School A (participant 3) said, "in my school teachers can receive stipends for work during summer months as well as during intersessions, which are three weeks during the school year where students who need extra help come to school and other students get a week off. Teacher who chose to teach during intersession receives stipends". Participants from Schools B (participant 4) and C (participant 7) said they received a stipend for attending DI trainings in Oregon in the summer months. A participant from School D said, "in my school we do not receive stipends because we do not work during summer months". Themes, patterns, and relationships for this part of the indicator are participants in schools A, B, and C are aware of stipends available to them for work in the summer's months and other off times during the school year. Salient data for this part of the indicator is school A receiving stipends for work during intersession since they are the only school that does this, and school D, where stipends for summer work are not offered.

Only one participant had any knowledge of philosophical and financial commitments to the curriculums from policymakers. Financial commitments are particularly important in schools such as Carson public schools with a large population of students from low socioeconomic status backgrounds because of income inequality. Baker et al (2016) noted the achievement gap for students from low socioeconomic status families and high socioeconomic status families is twice that of the achievement gap for African American and white students. One participant from school B (participant 4) explained, “the charter operator provides training and coaches to ensure that the curriculums are taught correctly”. She also reported “missing curriculum materials are purchased quickly”. A participant from School D (participant 10) said, “there is no government oversight into DI, but there is government oversight in the school through standardized testing”. Themes, relationships, and patterns from this part of the indicator are a lack of understanding of philosophical and financial commitments. Salient data for this part of the indicator is that only one participant had knowledge of philosophical and financial commitments to the curriculums from policymakers.

All participants only identified curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative meeting agendas, or building meeting agendas. Curriculum topics for all schools being addressed on the district wide level is important for equally allocating resources. Hader (2017) described the importance of allocated resources to close achievement, poverty, and income gaps, and creating educational opportunities, and economic growth. A participant from School A (participant 1) expressed “there is a need for curriculum items to appear on meeting agendas stakeholder contributions in meetings would allow for greater

implementation of best practices and discussions of this nature in teacher meetings would also improve instructional practices, by preparing us for upcoming lessons and troubleshooting both content of lessons and what students will need to be exposed to prior to instruction". A participant from School B (participant 4) said, "curriculum topics are school based not district based, topics appear on building meetings, but not administrative or school board". A participant from School C (participant 8) explained, "curriculum items do not appear on school board meetings because this curriculum is different from the majority of what is used throughout the district". She added "members of the charter association make themselves available and regularly attend administrative and building meetings". A participant in School D (participant 10) said "the only place these items appear on meeting agendas in his building are in reading team meetings". Patterns, relationships, and theme for this indicator all participants identified curriculum items being included on building reading team meetings. Salient data for this part of this indicator, was some participants thought curriculum items need to be on school board meeting agendas and others said they did not since the schools that use the scripted literacy curriculums topics are school based and not district wide.

Broad Involvement

There are no teacher representatives on curriculum committees in this district according to all of the research participants. The benefit of having teacher representatives on curriculum committees as described by Letassy, Medina, Britton, Dennis, and Draugalis (2015) is having the ability to see, map, and make changes to the curriculum with those individuals who work with it every day. A participant from School B (participant 5) explained, "there are no teachers on curriculum teams, this is because this

program is developed at the school level and not at the district level". One participant in School C (participant 7) said, "I think administrators and coaches provided by the charter act as representatives on DI curriculum committees". Patterns, relationships, and theme for this indicator are the lack of teacher representatives on curriculum committees within the district. There is no salient data for this indicator since all participants identified this indicator as not being met.

Long-Range Planning

There in no sequence and review cycle in any of the four schools used in this project study. Lock, Hill, and Dyjur (2018) explain sequence and review cycles ensure the quality of the program being used. A participant from School A (participant 1) said, "to my knowledge there has never been a review of the DI curriculums in my school". A participant from School B (participant 5) said "my school does not utilize a five-year review program, but each level is updated with new national adaptions of learning standards or if there is data driven or documented reasons to do so". A participant from School C (participant 8) explained, "there is no specific review cycle; however, efficiency, changing student populations, teacher recommendations, and data review of current curriculum are informally evaluated each year". A participant from School D (participant 10) said "there is not a review cycle in her building". Patterns, relationships, and theme for this indicator are all participants agreed there is not a sequence and review cycle for the use of this curriculum program in their schools. There is not salient data for this indicator, all participants agreed there in not a cycle and review cycle in their school.

Decision-Making Clarity

Controversies around development are generally not centered on the nature of the decision not the person who is making the decision. One participant from School A (participant 2) explained, “in my school the controversies start centered on the nature of the decision but gradually transfer to the person who is making the decision”. A participant from School B (participant 4) said in her building controversies are very much centered on the person who is making the decision and not the issue itself”. A participant from School C (participant 7) expressed “the nature of the problem is less important than the person who is presenting the problem”. Patterns, relationships, and theme for this indicator are that controversies in each school often begin centered on the issue as hand, but then move to who is bringing up the controversy. There is no salient data for this indicator; all participants expressed concerns in the way controversies are centered on the person who is expressing the concern instead of the problem itself.

Positive Human Relations

Initial thoughts about the curriculum should come from teachers, principals, and curriculum coaches. Letassy et al (2015) cited that when thoughts about curriculum come from these sources the focuses of future evaluations and recommendations results in improvement and advancement of knowledge and skills for students. Participants in this study described initial thoughts about the curriculum as being handled differently in different buildings. Research from Adin-Surkis (2015) added that when initial thoughts about curriculum come from teacher’s curriculum planning becomes more practical. A participant from School A (participant 1) voiced frustration saying, “the curriculums are dictated to us there is no motivation to improve instructional practices administrators

dictate how the curriculums should be taught without question of integrity or ethics. I feel the education and professional futures of students at my school are of little concern to the administration". A participant from School B (participant 4) explained, "the curriculum comes from the school's charter company and teachers have no opinion or say". In School C a participant (participant 8) explained, "teachers voice their concerns to the coaches and the coaches report them to administration, when possible discussion to resolve these conflicts". A participant from School D (participant 11) explained, "the chain of command is used to voice opinions on the program. Teachers should speak to coaches who will speak to administrators". Patterns, relationships, and theme for this indicator are participants from A and B do not have a say in how the curriculums are taught, the curriculums are dictated to them and they must teach them as they are told. Participants from schools C and D are given a way to voice their opinions and when possible resolutions to resolve the conflict are created. Salient data for this indicator is participants from schools A and B felt this indicator is not being met in their schools while participants from schools C and D said this indictor was being met in their schools.

Theory-into-Practice Approach

Not all participants agreed the district philosophies, vision, mission, exit outcomes, program philosophies, rationale statements, program goals, program objectives, learning outcomes, and authentic tasks are consistent and recognizable. A participant from School A (participant 2) said "I would like to see the district more involved with what is happening in my school to ensure that all students are receiving the best education possible". She suggested, "the quality of literature students are exposed to is one area that needs improvement". A participant from School B (participant 6) said, "in

the overall meaning and objective/intent for the rationale and philosophies district wide the district and my school speak to the same desire of increased access, graduation levels, and college readiness, but the immediate wording may differ". A participant from School C (participant 9) explained, "yes, part of the goal of DI is to be as transparent as possible". A participant from School D (participant 11) said, "my school has a clear mission and vision statement that includes mention of research-based curriculum". Patterns, relationships, and theme for this indicator are schools' participants from schools B, C, and D see district philosophies, vision, mission, exit outcomes, program philosophies, rationale statements, program goals, program objectives, learning outcomes, and authentic tasks are consistent and recognizable within the scripted literacy program and the policies in their schools. Salient data for this indicator is the participants from school A do not see district philosophies, vision, mission, exit outcomes, program philosophies, rationale statements, program goals, program objectives, learning outcomes, and authentic tasks are consistent and recognizable.

Planned Change

Tangible evidence shows that internal and external publics' acceptance of the developed program course of study for the district varied among schools. One participant from School A (participant 1) said, "I saw no evidence of acceptance". A participant from School B (participant 4) expressed, "the fact that my school is still part of the charter organization is evidence of internal and external acceptance of the developed program". A participant from School C (participant 9) explained, "my school enrollment increased by 200 students in the last three years and routinely outperforms the state and national averages on standardized assessments". A participant from School D (participant 10)

said, “ I sees no evidence of acceptance”. Adin-Surkis (2015) added that tangible evidence of teacher acceptance of curriculums is evident when they are involved in the review process. Patterns, relationships, and theme for this indicator are evidence within schools B and C of internal and external public support of the scripted literacy program. Salient data for this indicator is participants from schools A and D see no acceptance of DI from internal and external publics.

The chart below uses Bradley’s effectiveness model to summarize the overall findings from above and compare each school. A yes or no indicates if the indicator was met based on the participants’ responses, the percentages represents the percentage of participants from that school who feel that the indicator is met in the school where they teach, and an explanation is provided to present an understanding of what this means.

Indicator	*Description*	*School A*	*School B*	*School C*	*School D*
Vertical curriculum continuity	The course of study reflects a K-12 format that enables teachers to have quick and constant access to what is being taught in the grade levels below and above them. Also, upward spiraling prevents undue or useless curriculum repetition.	No 33% Teachers in this school do not have quick and constant access to curriculum materials from above and below the grade level they teach.	Yes 100% Teachers in this school have quick and constant access to the curriculum materials from above and below the grade levels they teach.	Yes 100% Teachers in this school have quick and constant access to the curriculum materials from above and below the grade levels they teach.	Yes 100% Teachers in this school have quick and constant access to the curriculum materials from above and below the grade levels they teach.
Horizontal curriculum continuality	The course of study developed provides content and objectives that are common to all classrooms of the same grade level. Also, daily lesson plans reflect a commonality for the same grade level.	No 0% Content taught across grade levels is not the same in this school.	No 0% Content taught across grade levels is not the same in this school.	No 0% Content taught across grade levels is not the same in this school.	No 0% Content taught across grade levels is not the same in this school.
Instruction based on curriculum	Lesson plans are derived from the course of study, and curriculum	Yes 100% In this school	Yes 100% In this school lesson	Yes 100% In this school	Yes 100% In this school

	materials used are correlated with the content, objectives, and authentic tasks developed.	lesson plans are derived from the course of study, and curriculum materials used are correlated with the content, objectives, and authentic tasks developed.	plans are derived from the course of study, and curriculum materials used are correlated with the content, objectives, and authentic tasks developed.	lesson plans are derived from the course of study, and curriculum materials used are correlated with the content, objectives, and authentic tasks developed.	lesson plans are derived from the course of study, and curriculum materials used are correlated with the content, objectives, and authentic tasks developed.
Curriculum priority	Philosophical and financial commitments are evident.	Yes 33%	Yes 66%	Yes 33%	Yes 0%
	Clerical assistance is provided, and reasonable stipends are paid to teachers for work during the summer months. In addition, curriculum topics appear on school board agendas, administrative meeting agendas, and building-staff meeting agendas.	In this school philosophical and financial commitments are evident, and curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative meeting agendas, or building meeting agendas	In this school philosophical and financial commitments are evident, and curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative meeting agendas, or building meeting agendas	In this school philosophical and financial commitments are evident, and curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative meeting agendas, or building meeting	In this school philosophical and financial commitments are not evident, and curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative meeting agendas, or building meeting

				agendas	agendas
Broad Involvement	Buildings in the district have teacher representatives on the curricular committees; elementary, middle level or junior high, and high school principals (or designees) are represented; and school board members are apprised of and approve the course of study.	No 0% In this school there are not teacher representatives on curricular committees.	No 0% In this school there are not teacher representatives on curricular committees.	No 0% In this school there are not teacher representatives on curricular committees.	No 0% In this school there are not teacher representatives on curricular committees.
Long-range planning	Each program in the district is included in the five-year sequence review cycle. Also, a philosophy of education and theory of curriculum permeate the entire school district.	No 0% There is not a five-year-review cycle in place at this school.	No 0% There is not a five-year-review cycle in place at this school.	No 0% There is not a five-year-review cycle in place at this school.	No 0% There is not a five-year-review cycle in place at this school.
Decision-making clarity	Controversies that occur during the development of a program center on the nature of the decision, and	No 33% In this school controversies that occur	No 33% In this school controversies that occur	No 33% In this school controversies that occur	No 33% In this school controversies that occur

	not on who makes the decision.	during the development of a program begin centered on the nature of the decision, and not on who makes the decision and then become about who is making the decision and not the nature of the decision.	during the development of a program begin centered on the nature of the decision, and not on who makes the decision and then become about who is making the decision and not the nature of the decision.	during the development of a program begin centered on the nature of the decision, and not on who makes the decision and then become about who is making the decision and not the nature of the decision.	during the development of a program begin centered on the nature of the decision, and not on who makes the decision and then become about who is making the decision and not the nature of the decision.
Positive human relations	Also, the initial thoughts about the curriculum comes from teachers, principals, and the curriculum leader. All participating members are willing to risk disagreeing with anyone else; however, communication lines are not allowed to break down.	No 0% Initial thoughts about the curriculum do not come from teachers, principals, and the curriculum leader.	No 0% Initial thoughts about the curriculum do not come from teachers, principals, and the curriculum leader.	Yes 0% Initial thoughts about the curriculum do not come from teachers, principals, and the curriculum leader.	Yes 0% Initial thoughts about the curriculum do not come from teachers, principals, and the curriculum leader.
Theory-into-practice approach	The district philosophy, vision, mission, exit	No 0%	No 33%	Yes 66%	Yes 66%

	(graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are consistent and recognizable.	In this school the district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are not consistent and recognizable	The district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are not consistent and recognizable	The district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are consistent and recognizable	The district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are consistent and recognizable
Planned change	Tangible evidence shows that the internal and external publics accept the developed program course of study for the school district. The process of developing a course for each program or discipline in a school district is no longer one of determining how to do it,	No 0% There is no tangible evidence shows that the internal and external publics accept the developed program course of study for the school district in this school.	Yes 100% Tangible evidence shows that the internal and external publics accept the developed program course of study for the school district in this school.	Yes 66% Tangible evidence shows that the internal and external publics accept the developed program course of study for the school district in this school.	No 0% There is no tangible evidence shows that the internal and external publics accept the developed program course of study for the school district in this school.

	but one of determining how to do it better.

Figure 6. Data report summary.

Many patterns arose in the data that included variances in some schools and similarities in others. Coaches and administrators from three out of the four schools reported having quick access to curriculum from the scripted literacy program they teach, from the grade levels below and above their grade level. All research participants reported that the content and objectives that are taught are not common among all classes in the same grade level. All participants reported that the lessons in scripted literacy program they teach are developed from a course of study. Participants from Schools A, B, and C had knowledge of clerical assistance and stipends that are available to teachers for work pertaining to scripted literacy curriculums taught during the summer months, but participants from School D did not. All participants only identified curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative meeting agendas, or building meeting agendas. There are not teacher representatives on curriculum committees in this district according to all of the research participants. The sequence and review cycle in each of the four schools used in this project studies in not evident. Controversies around development are generally not centered on the nature of the decision or the person who is making the decision. Initial thoughts about the curriculum are handled differently in different buildings. All participants expressed that a chain of command—teacher to curriculum coach to administrators—is used to handle these situations, but participants from Schools A and B

said that the curriculums are dictated to them and they have no say, so these development controversies are basically ignored. Participants from School C said controversies are addressed and fixed when possible. Participants from School A do not see district philosophies, vision, mission, exit outcomes, program philosophies, rationale statements, program goals, program objectives, learning outcomes, and authentic tasks as consistent or recognizable, whereas participants from Schools B, C, and D do. Participants from Schools A and D do not see tangible evidence showing that internal and external publics accept the developed program course of study for the district whereas participants from Schools B and C do.

Salient data in the research includes participants' responses to horizontal curriculum continuality. All participants said that curriculum is not the same across grade levels, but that students are put in groups and classes and taught at their ability levels. Also, no school uses a three- to five-year review cycle model. No discrepant cases arose in the data.

With this study I utilized member checking, and data triangulation to ensure evidence of quality. Member checking occurred by providing each participant with the draft findings for each to review their own data to assure that my interpretation of that data is correct and to check for the viability of the findings in the setting. Triangulation occurred through the use of three different types of school personnel being utilized as research participants: teachers, administrators, and curriculum coached. One teacher, one administrator, and one curriculum coach participated from each of the four schools.

The resulting project of this research study will be an evaluation report, see appendix A.

Summary of Section 2

Scripted literacy curriculums have been promised by publishing companies to increase student achievement. Through this study I sought to evaluate scripted literacy curriculums in Carson public schools. Participants in this study were third, fourth, and fifth grade teachers, administrators, and curriculum coaches, who are currently teaching a scripted literacy program in this district. The target number of participants was 12. Data was collected through interviews. To analyze the data, I coded the interviews by theme to look for patterns. Data was analyzed after each collection period to watch for emerging themes and allow for modifications of the next data collection instrument. Data triangulation occurred from the three types of school personnel being interviewed (i.e., teachers, administrators, and curriculum coaches), member checking ensured the quality of this research study. The role of the researcher for this study was to conduct, collect, and analyze the data. A limitation of this study is that it can only be transferred to schools that are similar to the schools used in this study.

Section 3: The Project

Introduction

My purpose in Section 3 is to present an overview of the project (Appendix A). I will discuss a rationale for this project, a literature review related to themes that arose in the research, a project description, a project evaluation plan, and project implications.

As a result of this study, I determined that there is a need to review the best practice for implementation of scripted literacy plans in Carson public schools based on Bradley's effectiveness model. The program curriculum will outline what is going well as outlined in Bradley's effectiveness model and where modifications can be made.

Rationale

For this research project, I chose to create an evaluation report. An evaluation report is an appropriate choice of project to deliver the results of an evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches. This report includes the evaluation, the criteria, and the outcomes. My goal in this study was to evaluate scripted literacy curriculum in four Carson public schools that use them. It also addresses local needs. A literature review explains themes that arose in the evaluation process.

The findings and report from this study highlight positive and negative aspects of DI in Carson public schools and provide recommendations for improvement based on the Bradley's effectiveness model for program evaluation.

Review of Literature

Vertical curriculum continuality, horizontal curriculum continuality, instruction based on curriculum, curriculum priority, broad involvement, theory-into-practice, long-

range planning, decision-making clarity, positive human relations, and planned change are the themes based on Bradley's effectiveness model for curriculum evaluation that are pertinent to this project study.

Vertical and Horizontal Curriculum Continuality

Vertical curriculum continuality refers to ensuring teachers have quick access to the curriculum materials from the grades above and below the one they teach. In addition, lesson progression prevents curricular repetition. Bay (2016) defined *vertical curriculum* continuity as the planning and application of curriculum. Vertical curriculum continuality helps students make connections between what they have learned and what they are learning as well as what they are learning and what they will learn, ensures the basics have been taught and are well understood, and stimulates innovations.

One purpose for teachers having access to curriculum from the grade below and above the grade level they teach is to ensure they are helping students make connections between what they have already learned and what they are learning as well as between what they are learning and what they will be learning. According to Gorwood (2015) priority is given to ensure that students see a connection between what they are learning and what they have already learned in order to strengthen understanding; learning is a continuation; new ideas are understood when they are connected to ones that have already been learned. Gorwood (2015) adds that identifying these links can prevent other problems. Al-Ghazo (2015) stated that each year's curriculum should build on what was taught the year before, spiraling a students' knowledge base.

Vertical curriculum continuity helps ensure that fundamentals have been taught and are understood. Al-Ghazo (2015) explained students need to know the fundamentals

in order to build new knowledge. They need to be able to build connections between what they know and what they are learning. Teachers who have access to the curriculum below the grade level they teach can easily access what students should have been taught so they understand what fundamentals they know. Access to these materials also provides teachers with what they need to review with students who may not have this knowledge yet. They can spiral what they are teaching off of what has been taught. While vertical curriculum continuality refers giving teachers curriculum access from above and below their grade levels, horizontal curriculum continuity refers to ensuring teachers in the same grade level are doing the same things.

Horizontal curriculum continuality is a course of study that promotes the use of common content and objectives as well as daily lesson plans across grade levels. Klein (2016) expresses that horizontal continuity describes professional collaboration that allows insights between staff members including those in different positions. Teachers can learn from each other to improve their teaching. Bay (2016) defines horizontal continuality as the match between course content and teaching content. Bay (2016) continued, one reason to promote the use of common content and objectives as well as daily lesson plans across grade levels is to ensure that curriculum is being taught as intended, which is necessary in order to gain the desired results from the program. Program fidelity is an essential part of DI. Nicolescu and Petrescu (2014) explained concerns about horizontal curriculum continuity, which should include operation curricula, written curricula, and learning experiences. What is being done, what is planned, and what is carried out in the classroom should be the same across the grade

levels. Nicolescu and Petrescu (2014) also curriculum scope, sequence, and integration should be the same.

Instruction Based on Curriculum

Lesson plans come from a course of study, curriculum materials align with content and objectives, and the development of authentic tasks are instruction based on curriculum. Yurdakul (2015) defined curriculum as any instructional effort; it can at times be designed by the students' experiences, and objectives can be obtained through learning experiences. Curriculum can be implemented as adaption or adoption. With adaption, the focus is on the curriculum being implemented as intended and where there may be any points of failure. If a curriculum is adopted, flexibility between the way the program was written and the way the program is delivered are negated. Furthermore, Goldman and Pellergrino (2015) stress the importance of aligning curriculum, instruction, and assessment. All three should be directed toward the same end goal and enforce each other.

Davis, Palincsar, Smith, Arias, and Kademian (2017) explain educational materials should support student learning through multiple domains. They add that educational materials can shape the teaching experience, practice, and mindset, and the student's learning experience.

Authentic tasks should be developed. According to Goldman and Pellergrino (2015), in the 21st century, citizens need to be problem solvers who can adapt their thinking to be used in any situation. Authentic tasks help students create real world applications for skills they learn. Taylor, Getty, Kowalski, Carlson, and Scooter (2015)

support the use of research-based curriculum materials in the classroom and express that it is teachers who shape how those materials are interacted with in the classroom.

Curriculum Priority

Curriculum priority requires financial and philosophical commitments. Teachers are compensated for work done during the summer months, and that curriculum items appear on school board, administrative, and staff agenda meetings agendas.

Financial commitments may be a top priority when discussing student success and failure. Baker, Farrie, and Sciarra (2016) explain that money in schools is important. The more money a school has the better able they are to provide higher quality, broader, and deeper educational opportunities to students. In the absence of enough funding, quality education opportunities are cut, class sizes increase, and noncompetitive teacher salaries impact teacher quality. The quality of the teacher directly impacts student outcomes. David-Hader (2018) adds that the allocation of funds in a school system affects the ability to provide students with equal education opportunities. Per-pupil spending is directly correlated with student success.

Curriculum priority is demonstrated when curriculum items appear on school board, administrative, and building meeting agendas. Uiterwijk-Luijk, Kruger, and Volman (2017) identify the need of the school board to provide systematic support to school administers and teachers. School boards make ultimate decisions for schools and can provide invaluable support when it is needed.

Uiterwijk-Luijk et al (2017) explained that curriculum coaches could support teachers by discussing student data, encouraging teachers to discuss student data amongst each other—sharing knowledge, modeling, making demands, and having high

expectations. Team meetings and one-on-one interactions between teachers and curriculum coaches allow educational opportunities to arise.

Broad Involvement and Theory-Into-Practice

Broad involvement and theory-into-practice are key components in making the curriculum program work and to ensure the vision and mission of the school district. Broad involvement ensures there is teacher representation on curriculum committees. According to Shankar and Dakubo (2018) curriculum committees play an important role in monitoring educational outcomes. They provide a specific time and place for curriculum issues to be addressed. Young (2015) explained that curriculum committees ensure the curriculum has high academic integrity, is delivered with consistent program outcomes, and aligns with prescribed teaching models. Curriculum committees can provide teachers with the opportunity to ensure they are presenting the curriculum as intended and to take the knowledge they learned back to their coworkers so they can implement the same strategies.

Young (2015) explained that curriculum committees ensure curriculum is of high academic quality, adheres to standards, and is created and implemented to be consistent with program goals. A curriculum committee is responsible for reviewing curricula and making suggestions for change when needed. Letassy, Medina, Britton, Dennis, and Draugalis (2015) added that the committee should review, map, and modify curriculum while being flexible in order to offer their support.

Theory-into-practices ensures that visions and goals of the district are recognizable. This can be done on curriculum committees. Curriculum committee

members can demonstrate alignment between the curriculum program and the visions and goals of the district.

Long-Range Planning and Planned Change

Long-range planning and planned change are both ways the curriculums should be monitored, and change can happen and be supported by stakeholders. Long-range planning is the need for every school in the district to undergo a five-year review and sequence cycle. According to Figueiredo, Leite, and Fernandes (2016), curriculum evaluations are one way to ensure the quality of the course of study. They ensure curriculum is being implemented as intended and help explore what is and isn't working in a given school. Jacobsen, Easton, Brown, Simmons, and McDermott (2018) add there is a global trend to use curriculum evaluations. More educational institutions are using curriculum evaluations. Lock, Hill, and Dyjur (2018) agree that adopting curriculum evaluations ensures the overall quality of the curriculums. Curriculum evaluations provide stakeholders with assurance that the curriculum program used is of high quality and student are exhibiting quality improvements.

The idea of evaluation has evolved from simple judgments to using tools to diagnose, analyze, and assess curriculums. The process of curriculum evaluating should be used as a way to understand strengths and weaknesses and demonstrate ways to make improvements. Lock et al. (2018) states that curriculum evaluations can lead to improving the quality of teaching and learning.

A way to evaluate a program is for stakeholders to complete self-evaluations. Antoniou, Myburgh-Louw, and Gronn (2016) suggest that the use of self-evaluation with stakeholders can improve teaching and learning. A self-evaluation framework emphasizes

a school's own responsibility for the quality of education that is being provided. Self-surveys can be seen as an ongoing search for purpose, behaviors, relationships, and classroom performances. Curriculum mapping is another way to conduct curriculum evaluations. Jacobsen et al. (2016) define curriculum mapping as a way to improve teaching and learning; it is used to look at relationships between the curriculum and the goals or expected student outcomes.

Planned change ensures that those in the school and the general public accept the curriculum. When a new course of study is developed, the focus is on how to make it better. Planned change should come from teachers. According to Adin-Surkis (2015) teachers see the curriculum and have roles as evaluators of the curriculum. When teachers are involved in changes to the curriculum tangible evidence of their support for the curriculums is evident.

Decision-Making Clarity and Positive Human Relations

Decision-making clarity and positive human relations both deal with professional relationships within a school. Decision-making clarity ensures that decisions made in regard to the curriculum are centered on the problem and not the person who presents the problem. The issue itself and not the person bringing up the issue is the focus of the problem.

One way to facilitate decision-making in schools is to create a system that uses participatory values. With participatory values there is a facilitator whose job is to carry out the vision of the group. Common language and shared points are used to facilitate the decision-making process. The purpose of a meeting that is held with participatory values

is not only to solve problems or create a plan, but also to support all the members of the groups' personal learning.

Initial thoughts about the curriculum should come from teachers, administrators, and curriculum coaches to support positive human relations and avoid disagreements, which can cause lines of communication to stop. Lumadi (2014) said one of the biggest indicators of school success is positive relationship among teachers.

Adin-Surkis (2015) describes a gap between teachers and creators of curriculum materials; these concerns should come from teachers to be address by curriculum coaches and administrators. Listening to the voices of teachers on curriculum topics can have positive contributions to the theory and practice of the curriculum program.

Lumadi (2014) explained that, historically, professional development programs have been teachers listening to experts lecture on areas in the field of education, but professional learning communities provide an alternative to that approach. Klein (2016) describes an organizational learning culture (OLC) as a way to involve teaches in the decision-making process. These collaborative efforts developed as professional learning communities (PLCs). Lumadi (2014) defines PLCs as a shift in professional developments from experts leading the discussions to a place where teachers share their experiences.

Project Description

This project is a modified curriculum evaluation report that identifies what is working and what modifications need to be made in order to ensure literacy achievement through the use of scripted literacy curriculums in Carson public schools. This project includes a description of the existing problem that an evaluation of curriculum from the

perspectives of participating teachers, administrators, and curriculum coaches has never been conducted despite low student achievement as measured by standardized test scores, and the addition of teacher-created minilessons. Themes and recommendations in this evaluation report are supported by literature and research.

Minimal physical resources are needed for this project; however, time will be needed to implement the changes as well as to carry out specific aspects of the project, such as time for staff to attend meetings, time to repeat a modified curriculum evaluation every five years, and time to improve relationships. Resources include a place where teachers can have access to curriculum materials. This may include a closet or room where teachers will have constant access to materials that are used in the grade levels above and below the level they teach. A set of these curriculum materials for each grade level will need to be in this location at all times. A sign out system or policy that only allows for the use of these curriculum materials in the designated space will need to be put into place. Time-in-team meetings will need to be allocated so teachers can work together to ensure that content, objectives, and lesson plans are common across the grade level. Financial resources need to be allocated so that teachers are compensated for work during the summer months and time will need to be made for curriculum topics on school board, administrative, and building staff meetings. Time and financial resources will be needed for teachers to be representatives in curriculum committee meetings. Time will be needed every five years to complete a cycle and review of the curriculum program being used as per the recommendation of Bradley's effectiveness model.

This evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches provides key components to strengthen the

curriculum program in Carson Public Schools such as ensuring teachers have the materials they need, including access to curricula from grades other than what they teach, access to meetings to working through problems, and the opportunity to plan lessons with grade level colleagues, discuss curriculum topics, and have a say in curriculum. The goal is for teachers to create and implement lessons from the course of study and curriculum, correlating materials with content, objectives, and develop authentic tasks. Teachers should be appropriately compensated for their work during summer months, and plans should be made for five-year cycle and reviews. This evaluation will provide recommendations for chain of command procedures to provide a way to discuss thoughts about the curriculum and ideas for teachers, administrators, and curriculum coaches to work together. The report, which will come from the evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches will include recommendations to align district philosophies, vision, mission, exit outcomes, program philosophies, rationale statement, program goals, program objectives, learning outcomes, and authentic tasks.

Task items outlined in this evaluation report can be implemented immediately. The timetable to implement all tasks is one school year; although some tasks may be implemented immediately, while others may take more time. Task item one, an extra set of curriculum materials for each grade level should be kept in a location accessible to all teachers can be implanted immediately although some time maybe be needed to acquire these materials and find a spot for them to be located. Task item two, weekly team meetings should be consistent with teachers who are teaching groups of students on the same level in the program not by grade level, can be implemented immediately. Task

item three, instruction based on curriculum, lesson plans are derived from a course of study, curriculum materials correlate with lessons and objectives, also authentic tasks are developed should be implemented immediately. Task item four, curriculum priority, philosophical and financial commitments are evident. Staff should be provided with reasonable stipends for work done in summer should be implemented immediately. Also, curriculum items appear on school board, administrative, and building meetings, can be implemented for the next scheduled meeting. Task item five, broad Involvement, buildings have teacher and administrative representatives on curriculum committees, and the school board has approved the curriculum, should be implemented at the next possible meeting. Task item six, long-range planning, a five-year review cycle is used. A philosophy of education and theory is present throughout the whole school building, should be done every five years. Task item seven, decision-making clarity, disagreements over the curriculum are centered around the disagreement and not those who are making the decisions, should be implemented immediately. Task item eight, positive human relations, initial thoughts about the curriculum come from teachers, curriculum coaches, or administrators, and everyone is willing to risk disagreements, but communication lines stay open, can be put into place immediately. Task item nine, theory-into-practice approach, district philosophies, visions, missions, graduation outcomes, program philosophies, rationale statements, program goals, and authentic tasks are recognizable and consistent, can be put into place immediately. Task item ten, planned change, internal and external publics support the development of the curriculum for the school district as shown with tangible evidence. The process for program development is centered on how to do it as oppose to how to do it, can be implemented immediately.

Project Evaluation Plan

The objective of this project study was to evaluate curriculum from the perspectives of participating teachers, administrators, and curriculum coaches. The goal of this project was to use the ten indicators of Bradley's effectiveness model for curriculum evaluation to present recommendations to improve the way scripted literacy curriculums are taught in Carson public schools. Evaluation of the project can determine if the suggestions made for each task item are appropriate for these schools. Each indicator will be evaluated on an individual basis and a survey will be given to the research participants to determine the feasibility of the task items after the project is presented. Evaluations for the ten task items are as follows:

Task one recommendation: An extra set of curriculum materials for each grade level should be kept in a location accessible to all teachers. Suggested locations could be a book room, closet, or a spot in the main office. A sign out system can be utilized for teachers to check out curriculum materials or a policy that materials can be used only in the designated storage space should be put into place.

Task one evaluation method: I will ask administrators or curriculum coaches if this task item has been completed.

Task two recommendation: Since schools in the Carson Curriculum Project do not operate by grade level, but grouping students based on ability, weekly team meetings should be consistent with teachers who are teaching groups of students on the same level in the program not by grade level. In these meetings teachers should work to ensure that objectives and lessons are consistent in their classes.

Task two evaluation method: I will check the team meeting agendas to verify who is participating in which meeting.

Task three recommendations: Daily lesson plans should come from the curriculum provided. Teacher-created minilessons are based off of what is missing from the curriculum or what the students need additional support with, based off of assessment results. Curriculum materials should correlate with both lessons that come from the curriculum as well as teacher-created minilessons. Authentic tasks are created for both curriculum activities and teacher-created lessons.

Task three evaluation method: Curriculum coaches observation notes can be used to evaluate this task item.

Task four recommendations: Staff should be compensated for work done over the summer months. Curriculum topics should regularly be discussed in the appropriate place, which includes school board, administrative, and building meetings. Teachers, curriculum coaches, and administrators have the ability to add a curriculum item to any meeting agenda.

Task four evaluation method: Administrators will be asked about compensation for work done over the summer months. Meeting agendas should be checked to determine if curriculum items are being discussed in these meetings.

Task five recommendations: Teachers and administrators are selected and volunteer to be building representatives on curriculum committee meetings. Compensation for hours spent in these meetings should be provided. The curriculum program needs to be approved by the school board.

Task five evaluation method: I will ask who has been selected or volunteered to be on curriculum teams' meetings.

Task six recommendation: Every five years an additional curriculum evaluation should be completed to ensure that all task items have been put into place and that the program is still meeting the needs of the students.

Task six evaluation method: I will ask administrators what they plan to do to ensure this task item is complete.

Task seven recommendation: The goal with the indicator is for staff members to be able to work through disagreements in a professional manner and keep personal feelings out of the disagreement. Professional development time should be allocated to train staff to help develop interpersonal and communication skills. Regular team building activities help staff membership build trusting relationships. Meeting expectations should be clearly defined so procedures for dealing with disagreements are clear.

Task seven evaluation method: I will ask administrators when professional developments are planned to improve relationships among teachers.

Task eight recommendation: The chain of command is made clear, so everyone knows how to communicate thoughts and problems about curriculum. As with the task recommendations for indicator seven, professional development time should be allocated to train staff to help develop interpersonal and communication skills. Regular team building activities help staff membership build trusting relationships. Meeting expectations should be clearly defined so procedures for dealing with disagreements are clear.

Task eight evaluation method: I will ask administrators how the use of the chain of command is working.

Task nine recommendation: Administrators should ensure that district philosophies, visions, missions, graduation outcomes, program philosophies, rationale statements, program goals are in line with the curriculum and that authentic tasks are recognizable.

Task nine evaluation method: I will ask administrators, curriculum coaches, and teachers for examples of ways district philosophies, visions, missions, graduation outcomes, program philosophies, rationale statements, program goals are in line with the curriculum and to show recognizable and authentic tasks.

Task ten recommendation: Administrators must find tangible evidence to show internal (staff) and external (families and community members) support for the curriculum program. When program evaluations are completed look for ways to improve the program.

Task ten evaluation method: I will ask for examples of internal and external public supports for the curriculum.

Key stakeholders in this project are school board members, administrators, and teachers. The school board holds the power to make decisions and overturn decisions made at the school level. Administrators oversee recommended tasks within their own buildings. Teachers execute the curriculum and help establish and follow through with recommended tasks. My role as the researcher is to provided details descriptions of tasks that need to be put into place and to provide further information if needed.

Project Implications

The report from this evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches is important to local stakeholders because it provides a concrete set of tasks to enable scripted literacy curriculums in Carson public schools to be more beneficial for students and have a positive impact on student achievement. The implications for social change are extensive. While this study cannot be directly applied to other schools the study can be repeated. This project promotes the use of curriculum evaluations to encourage stakeholders in other schools and districts to do the same. At the local level, students will benefit from the changes made to their curriculum and will hopefully see improvement in literacy achievement and increases in standardized test scores.

Section 4: Reflections and Conclusions

Introduction

In this section, I provide a conclusion and reflections for my project study. I also include the projects strengths and weaknesses, recommendations for alternative approaches, scholarship, project development, and leadership change, reflections on the importance of the work, implications, and applications and directions for future research.

Project Strength and Limitations

The outcome of this project was task items that identify specific ways to improvement the curriculum. This project includes a step-by-step guide to implement the task items, the ability for most task items to be implemented in individual school buildings, and the positive impact it will have on students. With proper implementation of the task items, there should be academic benefits to students' literacy achievement.

Strengths of this project include the improvement of curriculum when relationships between teachers, administrators and curriculum coaches build strong professional relationship, the presentation of an avenue for long range planning and recommendations for the addition of curriculum items on meeting agendas.

Two indicators, including decision-making clarity and positive human relations, are about the importance of relationships between and among teachers, administers, and curriculum coaches. Lumadi (2014) described positive relationship among school staff as having a positive impact on student achievement. Klein (2016) added that teachers across the same grade level are able to collaborate to ensure horizontal curriculum continuity. The priority according to this method of curriculum evaluation should be the issue with the curriculum and not the person who is presenting the problem.

A task item presented in this project study is the creation of a plan to create and implement a review cycle every five years. According to Figueiredo et al. (2016) curriculum review is a tool that can be used to analyze and assess, identify what is and what is not working with a program, and identify areas where improvement is needed. Jacobson et al. (2018) agreed that curriculum evaluations are an avenue for curriculum improvement. With a five year review plan in place schools have an opportunity to assess and evaluate the curriculum to ensure the continued use of the program is meeting the needs of the student and identify any areas of improvement or change, if any changes are needed.

In Bradley's effectiveness model for curriculum evaluation several task items including curriculum priority, and broad involvement identify the importance of teacher representation and curriculum topics on various meeting agendas. Curriculum topics should appear on school board, administrative, and building meeting agendas, and teacher representatives should be participating in curricular committees. According to Uiterwijk-Luijk et al. (2017) when school leaders and teacher work together discussions of student achievement can take place, teachers can be encouraged to work together and discuss student data, knowledge can be shared, teaching behaviors can be modeled, and high expectations can be set and met. Shanker and Dakubo (2018) add that teachers on curriculum teams add to the success of teaching and learning.

Project limitations include the ability for all stakeholders to work together to carry out the task items. For this project to be successful stakeholders must work together. According to Tam (2015) professional learning communities (PLCs) should be used to facilitate changes in teachers' relationships. If all stakeholders are not involved in the

implementation of this project it will not work. Teachers must work with other teachers; teachers and coach, coaches and coaches, teachers and administrators, and administrators and coaches must put aside personal and professional differences and find common ground. Communication skills may need to be improved in order for this to happen.

Another limitation may be working with the school board. Because the Carson Public School Project schools are managed by an outside management company, and only adheres to some school board wide policies. Uiterwijk-Luijk (2017) explained that over the last few decades there has been a shift in education providing schools with more autonomy from the larger school board.

Recommendations for Alternative Approaches

Another way to address the local problem is to gather qualitative data on students to determine specific areas of weakness and then create lessons that target those skills. Understanding student weaknesses within the program may allow for more pinpointed instruction; however, ethical issues exist when using minors to collect research data. A naturalistic qualitative approach would allow the researcher to go into the classroom to collect data (Bogdan & Knopp Biklem, 2007). The researcher can sit in the classroom with nothing but a pen and paper and record what they are seeing. They can record what and how the students are learning and areas where they are struggling.

Several field issues arise with this alternative approach, however, including an ethical issue. Access and using a vulnerable population (i.e., minors) can be problematic. Gaining access to a site and to individuals you need for the study can be difficult (Creswell, 2012). Ethical review boards will examine the use of minors as research participants and they may not be allowed (Creswell, 2012).

Scholarship, Project Development, and Leadership and Change

Through this research project, I learned valuable lessons about the research collection process as well as creating a project. First, I learned about all the ethical consideration of data collection, many of which go beyond the scope of common assumptions, such as excluding pregnant women as research participants. Second, I learned how difficult it can be to gather research participants and to have them follow through with their end of the agreement. I asked three times as many participants as I need to participate, a large number of those I asked did not respond at all and then some who responded and agreed changed their mind before their scheduled interview or did not get back to me to schedule an interview. I knew I needed to ask more potential participants than my target number, but I did not know I needed to ask as many people as I did. Third, I learned that coding can be easier than I expected. I thought I would be using software programs for coding and it simply came down to using highlighters in a variety of colors and coding those colors to mean a certain response or theme.

Through this process I learned how much fun research can be. I enjoyed the opportunity to talk to people about their experiences and gain new perspectives. I appreciated the opportunity to learn from others, see their passions and their frustrations, what works in their classroom and in their schools, and where they would like to see improvements. While I have always enjoyed reading research, I did not expect to enjoy gathering research as much as I did.

Reflections on the Importance of the Work

The importance of this work is vast. Literacy education is of the utmost importance and students in urban settings have often not received the same level of

education as their middle class peers in the suburbs. One way to ensure that all students are receiving an education that is equal and meets the need of those students is to regularly conduct curriculum evaluations. In this research site this had not been done. This curriculum evaluation will provide stakeholders with tasks to complete to ensure that the current curriculum meets the needs of all students. This evaluation should be completed again a year after implementation begins to ensure that all tasks have been put into place and that follow through continues.

Implications, Applications, and Future Research

I see the potential for social change from this project. Although this study cannot be directly applied to other schools, the study can be repeated. This project promotes the use of curriculum evaluations to encourage stakeholders in other schools and districts to do the same. At the local level, students will benefit from the changes made to their curriculum and will hopefully see improvement in literacy achievement and increases in standardized test scores. Administrators will be encouraged to continue the process of regular evaluations of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches to explore what is and what is not working.

A year after the initial tasks have begun to be put into place, this evaluation should be repeated to ensure that all tasks have indeed been put into place. If any have not, they can be at that time. Five years after all tasks are in place an evaluation should be conducted again and every subsequent five years. Changes should be addressed immediately when something is not working.

If researchers are to complete research in the same area as this project study directions for their research based on the findings of this study include a modified

curriculum evaluation from the perspectives of teachers, administers, and curriculum coaches, or a full program evaluation. Through a similar study using a modified or full curriculum evaluation areas of improvement for the curriculum used in the school where the research is taking place can be identified.

Conclusion

When student achievement is not what is expected it is best for administrators and other stakeholders to first conduct a curriculum evaluation to determine what is and is not working for their students. Despite promises made by publishers of scripted literacy curriculums and the implementation of teacher-created minilessons students, Carson public schools have not seen improvements in academic achievement. Through this curriculum evaluations and subsequent project, I explored areas where improvements can be made and offered suggestions on how—while still using the same scripted literacy program—student achievement can be positively impacted. Through purposeful implementation of curriculum with regular evaluations of the curriculums social change is possible.

References

Adin-Surkis, A. (2015). Teachers evaluate the new curriculum in English: Views regarding evaluation and evaluation tools. *Research in Education 93,* 34-58 doi:10.7227/RIE.0009

Al-Ghazo, A. (2015). Vertical integration of grammatical concepts according to the spiral curriculum design. *International Journal of Language and Linguistics 2*(4), 85-94. Retrieved from http://ijllnet.com/journals/Vol_2_No_4_October_2015/11.pdf

Anderson, D. (2014). Reading achievement in a large urban school district: An analysis of the effects of four reading programs on the reading growth of four reading ability groups. *Electronic Theses and Dissertations: Paper 1729.* doi:10.18297/edt/1729

Antoniou, P., Myburgh-Louw, J., & Gronn, P. (2016). School self-evaluation for school improvement: Examining the measuring properties of the LEAD surveys. *Australian Journal of Education 60*(3), 191-210. doi:10.1177/0004944116667310

Arduini, G. (2014). The relationship between comprehensive school, the principal of educational continuity and the research on vertical curriculum. *Procedia-Social and Behavioral Sciences 116*, 2164-2168. Retrieved from https://www.sciencedirect.com/science/article/pii/S1877042814005540

Atkins, L., & Wallace, S. (2012). *Qualitative research in education.* London, England: Sage.

Baker, B., Farrie, D., & Sciarra, D. (2016. Mind the gap: 20 year progress and retrenchment in school funding and achievement gaps. *Policy Information Report and ETS Research Report.* doi:10.1002/ets2.12098

Baltimore City Public Schools. (n.d.-a). *City Springs Elementary/Middle School, school profile.* Retrieved from http://www.baltimorecityschools.org/cms/lib /MD01001351/Centricity/domain/8783/schoolprofiles/008-CitySprings-Profile .pdf

Baltimore City Public Schools. (n.d.-b). *Collington Square Elementary/Middle School, school profile.* Retrieved from http://www.baltimorecityschools.org/cms/lib /MD01001351/Centricity/domain/8783/schoolprofiles/097-CollingtonSquare -Profile.pdf

Bay, R. (2016). Developing a scale on factor regarding curriculum alignment. *Journal of Education and Training Studied 4*(5), 8-17. doi:10.11114/jets.v4i5.1305

Better Evaluation. (2014). Triangulation. Retrieved from www.betterevaluation.org

Bradley, L. H. (1985). *Curriculum leadership and development handbook*. Englewood Cliffs, NJ: Prentice Hall.

Campbell, S., Torr, J., & Cologon, K. (2014). Pre-packaged preschool literacy: What drives early childhood teachers to use commercially produced phonics programs in prior school settings. *Contemporary Issues in Early Childhood, 15*(1), 40-53. doi:10.2304/ciec.2014.15.1.40

Center for Innovation in Research and Teaching. (n.d.). Types of qualitative data. Retrieved from https://cirt.gcu.edu/research/developmentresources/research_ready /qualitative/data

Centercode. (2016). Learn about beta testing. Retrieved from http://www.centercode.com /beta/

Common Core State Standards Initiative. (2017). Standards in your state. Retrieved from http://www.corestandards.org/standards-in-your-state/

David-Hader, I. (2018). Funding education: Developing a method of allocation for improvement. *International Journal of Educational Management 32*(1), 2-26. doi:10.1108/IJEM-07-2016-0161

Davis, E. A., Palincsar, A. S., Smith, P. S., Arias, A., & Kademian, S. M. (2017). Educative curriculum materials: Uptake, impact, and implications of research and design. *Educational Researcher 46*(6), 293-304. doi:10.3102/0013189X17727502

DeCuir-Gunby, J., Marshall, P., & McCulloch, A. (2011). Developing and using codebook for the analysis of interview data: An example from a professional development research project. *Field Methods, 22*(2), 136-155. doi:10.1177 /152822x10388468

Dombek, J, & Al Otaiba S. (2016). Curriculum based measurement for beginning writers (k-12). *Intervention in School and Clinic 51*(5), 276-283. doi:10.1177/1053451215606691

Evers, W. (2015). Federal overreach and common core. *Pioneer Institute for Public Policy Research.* Retrieved from http://www.eric.ed.gov/contentdelivery/servlet /ERICServlet?accno=ED565745

Ferguson. (2016). IOWA READS reading remediation program results. Retrieved from http://www.nifdi.org/component/jresearch/?view=publication&task=show&id =452&Itemid=1628target=blank

Figueiredo, C., Leite, C., & Fernandes, P. (2016). The curriculum in school external evaluation frameworks in Portugal and England. *Research in Comparative & International Education 11*(3), 282-297. doi: 10.1177/1745499916661933

Graue, M. E., Whyte, K., & Karabon, A. (2015). The power of improvisational teaching. *Teaching and Teacher Education, 48*, 13–21. doi:10.1016/j.tate.2015.01.014

Goldman, S., & Pellegrino, J. (2015). Research on learning and instruction: Implications for curriculum, instruction, and assessment. *Policy Insights from the Behavioral and Brain Science 2*(1), 33-41. doi: 10.11772372732215601866

Gorwood, B. (1986). School Transfer and Curriculum Continuity. London: Routledge.

Great Schools. (2015a). City Springs Elementary School. Retrieved from http:///www.greatschools.org

Great Schools. (2015b). Collington Square Elementary School. Retrieved from http:///www.greatschools.org

Harn, B., Parisi, D., & Stoolmiller, M. (2013). Balancing fidelity with flexibility and fit: What do we really know of implementation in schools? *Exceptional Children, 79*(2), 181–193. Doi: 10.1177/001440291307900204

Harper, M., & Cole, P. (2012). Member checking: Can benefits be gained similar to therapy groups? *The Qualitative Report, 17*(2), 510–517. Retrieved from http://www.nova.edu/ssss/QR/QR17-2/harper.pdf

Haanushek, E., Ruhose, J., & Woessmann, L. (2016). It pays to improve school quality: States that boost student achievement could reap large economic gains. *Education Next, 16*(3), 53–60. Retrieved from http://educationnext.org/pays-improve-school-quality-student-achievement-economic-gain/

Individuals with Disabilities Education Act. (2015). About IDEA. Retrieved from https://sites.ed.gov/idea/about-idea/

Jacobs, J. (2016). Learning English: Accountability, common core and the college-for-all movement are transforming instruction. *Education Next, 16*(1), 38–45. Retrieved from http://educationnext.org/learning-english-accountability-common-core-college-instruction/

Jacobsen, M., Eaton, S., Brown, B., Simmons, M., & McDermott, M. (2018). Action research for graduate program improvement: A response to curriculum mapping and review. Canadian journal of Higher Education 48(1) p. 82-98. Retrieved from http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/188048

Kamps, D., Heitzman-Powell, L., Rosenberg, N., Mason, R., Schwartz, I., & Romine, R. S. (2015). Effects of Reading Mastery as a small group intervention for young children with ASD. Retrieved from http://www.nifdi.org/component/jresearch/?view=publication&task=show&id=482&Itemid=769target=blank

Kaner, S. (2007). *Facilitator's Guide to Participatory Decision-Making.* Hoboken, NJ: Jossey-Bass.

Klein, J. (2016). Teacher empowerment, horizontal and vertical organizational learning, and positional mobility in schools. *European Journal of Teacher Education 39*(2), 238-252. doi: 10.1080/02619768.2015.1119118

Lake, R., Hill, P., & Maas, T. (2015). Next generation school districts: What capacities do districts need to create and sustain schools that are ready to deliver common core? *Center on Reinventing Public Education.* Retrieved from http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED563479

Latham, J. (2014). Qualitative sample size – How many participants is enough? Retrieved from http://johnlatham.me/many-participants-enough/

Letassy, N., Medina, M., Britton, M., Dennis, B., & Draugalis, J. (2015). A progressive, collaborative process to improve a curriculum and define an assessment program. *American Journal of Pharmaceutical Education 79*(4) p.1-5. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4469021/

Lock, J., Hill, L., & Dyjur, P. (2018). Living the curriculum review: Perspectives from three leaders. *Canadian Journal of Higher Education 48*(1), 118-131. Retrieved from http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/187975

Lumandi, M. (2014). Exploring factors faced by teachers in curriculum implementation. *Mediterranean Journal of Science 5*(6). Retrieved from http://www.mcser.org/journal/index.php/mjss/article/view/2404

Maryland Report Card. (2015). Assessment data summary. Retrieved from http://reportcard.msde.maryland.gov/

Merriam, S. B. (2014). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Morial, M. (2015). Testing provides crucial information. *Kappan, September.* doi: 10.1177/0031721715602234

National Institute of Child Health and Human Development. (2015). National reading panel. Retrieved from http://www2.ed.gov/programs/earlyreading/index.html

National Institute for Direct Instruction. (2015). Retrieved from http://www.nifdi.org/

Neely, S. R. (2015). No Child Left Behind and administrative costs: A resource dependence study of local school districts. *Education Policy Analysis Archives, 23*(6). Retrieved from http://epaa.asu.edu/ojs/article/view/1785

Nicolescu, B., & Petrescu, T. (2014). On the continuity mathematics curriculum between primary and secondary school. *Procedia-Social and Behavioral Science 180,*871-877. Retrieved from https://www.sciencedirect.com/science/article/pii/S1877042815015773

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002).

Peterson, P., Barrows, S., & Gift, T. (2016). After Common Core, states set rigorous standards: Forty-five states raise the student proficiency bar. *Education Next, 16*(3), 9–15. Retrieved from https://www.educationnext.org/after-common-core-states-set-rigorous-standards/

Postholms, M., & Skrovest, S. (2013). The researcher reflecting on her own role during action research. *Educational Action Research, 21*(4), 506–518. doi:10.1080 /09650792.2013.833798

Start Class. (2018). Retrieved from http://education-places.startclass.com/

Randolph, K., & Wilson-Younger, D. (2012). In No Child Left Behind effective for all students? Parents don't think so. *Online Submission.* Retrieved from http://eric.ed .gov/?id=ED536444

Reardon, S., Greenberg, E., Kalogrides, D., Shores, K., & Valentino, R. (2012). Trends in academic achievement gaps in the era of No Child Left Behind. *SREE.* Retrieved from http://eric.ed.gov/?id=ED530121

Shankar, P., & Dakubo, G. (2018). Utilizing the curriculum committee to strengthen teacher-learning in medical school. *Education in Medical Journals 10*(2), 49-54. doi: 10.21315/eimj2018.10.2.6

Slavin, R., & Madden, N. (2013). Taking Success For All to scale. *Phi Delta Kappan, 95*(3), 51–55. Retrieved from http://pdk.sagepub.com/content/95/3/51.full

Sparks, S. (2014). Success For All yield early gains in first i3 evaluation. Retrieved from https://eds-a-ebscohost-com.ezp.waldenulibrary.org/eds/detail/detail?vid=1&sid=28be11cd-ec67-4b54-8896-2157ce275aae%40sdc-v-sessmgr03&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=91908497&db=a9h

Success for All foundation. (2015). Research. Retrieved from http://successforall.org/

Tam, A. (2015). The role of a professional learning community in teacher change: a perspective from beliefs and practices. *Teachers and Teaching 21*(1), 22-43. doi: 10. 1080/13540602.2014.928122

Taylor, J., Getty, S., Kowalski, S., Wilson, C., Carlson, J., & Scotter, P. (2015). An efficacy trial of research-based curriculum materials with curriculum based professional development. *American Educational Research Journal 52*(5), 984-1017. doi: 10.3102/0002831215585962

The State of Working America. (n.d). Poverty. Retrieved from http://www.stateof workingamerica.org.

Tracey, L., Chambers, B., Slavin, R., Hanley, P., & Cheung, A. (2014). Success For All in England: Results from the third year of a national evaluation. *Sage Open, July–September*, 1–10. doi:10.1177/2158244014547031

Uiterwijk-Luijk, L., Kruger, M., & Volman, M. (2017). Promoting inquiry based working: Exporing the interplay between school boards, school leaders and teachers. *Educational Management*, 1-23. doi: 10.1177/1741143217739357

U.S. Department of Education. (2014). Programs. Retrieved from https://www.ed.gov/

White, M., Houchins, D., Viel-Ruma, K., & Devers, B. (2014). Effects of Direct Instruction plus procedural facilitation on the expository writing of adolescents with emotional and behavioral disabilities in residential schools. *Education and Treatment of Children, 37*(4), 567–588. doi: 10.1353/etc.2014.0035

Young, M. (2015). Friend not foe: The role of curriculum committee in supporting the development of curriculum at Royal Roads University. *Universal Journal of Education Research 3*(12), 1070-1073. doi: 10.13189/ujer.2015.031216

Yurdakul, B. (2015). Perceptions of elementary school teachers concerning the concept of curriculum. *Educational Science: Theory & Practice 15*(1), 125-139. doi: 10.12738/estp.2015.1.2168

Zilberberg, A., Anderson, R., Swerdzewski, P., Finney, S., & Marsh, K. (2012). Growing up with No Child Left Behind: An initial assessment of the understanding of college students' knowledge of accountability testing. *Research & Practice, 7*, 12–25. Retrieved from https://eds-b-ebscohost-com.ezp.waldenulibrary.org/eds/detail/detail?vid=1&sid=0491817a-d9e1-4314-b791-

9e2a2b4827f6%40sessionmgr102&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=EJ1062686&db=eric

Appendix A: Project

Scripted Programs: A Modified Curriculum Evaluation from the Perspectives of Administers, Teachers, and Curriculum Coaches

Amanda Crose
Walden University
Version: March 2019

Purpose of Evaluation

In 1996 scripted literacy curriculum were implemented in four Carson public schools, known as Carson Curriculum Project, in hopes of raising student achievement as measured by standardized test scores. When these programs alone did not serve the purpose that was promised by publishing companies, teachers in some schools were permitted to create and implement minilessons that would hopefully bridge gaps in achievement, but this also did not raise scores in all places. Since implementation was seemingly unsuccessful, based on continued low standardized test scores, and an evaluation of curriculum of any type had never been conducted a need for a modified curriculum evaluation from the perspectives of participating teachers, administrators, and curriculum coaches created a need for this study.

An evaluation of curriculum from the perspectives of participating teachers, administrators, and curriculum coaches was conducted to explore scripted literacy curriculum in Carson public schools. A literature review confirms themes that arose from data collection. Bradley's effectiveness model was used with 12 teachers of third through fifth grade, curriculum coaches, and administrators in four Carson Curriculum Project schools. Task items that need to be implemented to potentially improve the use of

scripted literacy curriculum in these Carson Curriculum Project schools and increase student achievement were identified.

Criteria

For this research project 12 participants were used. Each participant had to be an administrator, curriculum teacher in a Carson curriculum project school. Participants who were teachers had to have taught a scripted literacy program for one full school year and teach in third through fifth grade. One administrator, curriculum coach and teacher were selected from each of the four Carson curriculum project schools.

Outcomes

A curriculum evaluation was conducted with 12 participants, three from each of the four Carson Curriculum Project schools including a teacher, a curriculum coach, and an administer. Direct Instruction (DI) is the curriculum currently being taught in Carson Curriculum Project schools.

The chart below uses the ten indicators of Bradley's effectiveness model to summarize the overall findings and compares each school. A yes or no indicates if the indicator was met based on the participants responses, the percentages represents the percentage of participants from that school that feel the indicator is met in the school where they teach, and an explanation is provided to present an understanding of what this means.

Indicator	*Description*	*School A*	*School B*	*School C*	*School D*
Vertical curriculum continuity	The course of study reflects a k-12 format that enables teachers to have quick and constant access to what is	No 33% Teachers in this school	Yes 100% Teachers in this school	Yes 100% Teachers in this school	Yes 100% Teachers in this school

	being taught in the grade levels below and above them. Also, upward spiraling prevents undue or useless curriculum repetition.	do not have quick and constant access to curriculum materials from above and below the grade level they teach.	have quick and constant access to the curriculum materials from above and below the grade levels they teach.	have quick and constant access to the curriculum materials from above and below the grade levels they teach.	have quick and constant access to the curriculum materials from above and below the grade levels they teach.
Horizontal curriculum continuality	The course of study developed provides content and objectives that are common to all classrooms of the same grade level. Also, daily lesson plans reflect a commonality for the same grade level.	No 0% Content taught across grade levels is not the same in this school.	No 0% Content taught across grade levels is not the same in this school.	No 0% Content taught across grade levels is not the same in this school.	No 0% Content taught across grade levels is not the same in this school.
Instruction based on curriculum	Lesson plans are derived from the course of study, and curriculum materials used are correlated with the content, objectives, and authentic tasks developed.	Yes 100% In this school lesson plans are derived from the course of study, and curricul	Yes 100% In this school lesson plans are derived from the course of study, and curriculu	Yes 100% In this school lesson plans are derived from the course of study, and curriculu	Yes 100% In this school lesson plans are derived from the course of study, and curriculu

		um materials are correlated with the content, objectives, and authentic tasks developed.	m materials used are correlated with the content, objectives, and authentic tasks developed.	m materials used are correlated with the content, objectives, and authentic tasks developed.	m materials used are correlated with the content, objectives, and authentic tasks developed.
Curriculum priority	Philosophical and financial commitments are evident. Clerical assistance is provided, and reasonable stipends are paid to teachers for work during the summer months. In addition, curriculum topics appear on school board agendas, administrative meeting agendas, and building staff meeting agendas.	Yes 33% In this school philosophical and financial commitments are evident, and curriculum topics appearing on reading team meeting within each building not on school board agendas,	Yes 66% In this school philosophical and financial commitments are evident, and curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative	Yes 33% In this school philosophical and financial commitments are evident, and curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative meeting	Yes 0% In this school philosophical and financial commitments are not evident, and curriculum topics appearing on reading team meeting within each building not on school board agendas, administrative

		administrative meeting agendas, or building meeting agendas	meeting agendas, or building meeting agendas	agendas, or building meeting agendas	meeting agendas, or building meeting agendas
Broad Involvement	Buildings in the district have teacher representatives on the curricular committees; elementary, middle level or junior high, and high school principals (or designees) are represented; and school board members are apprised of and approve the course of study.	No 0% In this school there are not teacher representatives on curricular committees.	No 0% In this school there are not teacher representatives on curricular committees.	No 0% In this school there are not teacher representatives on curricular committees.	No 0% In this school there are not teacher representatives on curricular committees.
Long-range planning	Each program in the district is included in the five-year sequence review cycle. Also, a philosophy of education and theory of curriculum permeate the entire school district.	No 0% There is not a five-year-review cycle in place at this school.	No 0% There is not a five-year-review cycle in place at this school.	No 0% There is not a five-year-review cycle in place at this school.	No 0% There is not a five-year-review cycle in place at this school.
Decision-making clarity	Controversies that occur during the development of a program center on the nature of the decision, and not on who makes the decision.	No 33% In this school controversies that	No 33% In this school controversies that	No 33% In this school controversies that	No 33% In this school controversies that

		occur during the development of a program begin centered on the nature of the decision, and not on who makes the decision and then become about who is making the decision and not the nature of the decision.	occur during the development of a program begin centered on the nature of the decision, and not on who makes the decision and then become about who is making the decision and not the nature of the decision.	occur during the development of a program begin centered on the nature of the decision, and not on who makes the decision and then become about who is making the decision and not the nature of the decision.	occur during the development of a program begin centered on the nature of the decision, and not on who makes the decision and then become about who is making the decision and not the nature of the decision.
Positive human relations	Also, the initial thoughts about the curriculum comes from teachers, principals, and the curriculum leader. All participating members are willing to risk disagreeing with anyone else; however, communication lines are not allowed to break down.	No 0% Initial thoughts about the curriculum do not come from teachers, principal	No 0% Initial thoughts about the curriculum do not come from teachers, principals, and the	Yes	Yes

		s, and the curriculum leader.	curriculum leader.		
Theory-into-practice approach	The district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are consistent and recognizable.	No 0% In this school the district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are not consistent and recognizable	No 33% The district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are not consistent and recognizable	Yes 66% The district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are consistent and recognizable	Yes 66% The district philosophy, vision, mission, exit (graduation) outcomes, program philosophy, rationale statement, program objectives, learning outcomes, and authentic tasks are consistent and recognizable
Planned change	Tangible evidence shows that the	No	Yes	Yes	No

	internal and external publics accept the developed program course of study for the school district. The process of developing a course for each program or discipline in a school district is no longer one of determining how to do it, but one of determining how to do it better.	0% There is no tangible evidence shows that the internal and external publics accept the developed program course of study for the school district in this school.	100% Tangible evidence shows that the internal and external publics accept the developed program course of study for the school district in this school.	66% Tangible evidence shows that the internal and external publics accept the developed program course of study for the school district in this school.	0% There is no tangible evidence shows that the internal and external publics accept the developed program course of study for the school district in this school.

Address Local Needs

To address local needs and potentially increase student achievement in literacy in the Carson Curriculum Project schools a set of curriculum tasks from Bradley's effectiveness model are being recommended. Below is a description of each indicator of the Bradley's effectiveness model, the recommendations needed to address the indicator and an evaluation method for each indicator:

Task one indicator: Vertical curriculum continuity, teachers have quick and constant access to curriculum for the grade level above and below the grade level they teach.

Task one recommendation: An extra set of curriculum materials for each grade level should be kept in a location accessible to all teachers. Suggested locations could be a

book room, closet, or a spot in the main office. A sign out system can be utilized for teachers to check out curriculum materials or a policy that materials can be used only in the designated storage space should be put into place. This would be beneficial because teachers would be able to quickly access what students have already been taught and know where they need to go in order to bridge the gap in order to know what they need to know.

Task one evaluation method: I will ask administrators or curriculum coaches if this task item has been completed.

Task two indicator: Horizontal curriculum continuity, the curriculum provides content and objectives that are consistent across grade levels, including daily lessons.

Task two recommendation: According to the participants in this study schools in the Carson Curriculum Project do not operate by grade level. Students are grouped based on ability, meaning students are in classes that are on their reading level and not necessarily their grade level. Weekly team meetings therefore should be consistent with teachers who are teaching groups of students on the same level in the program not by grade level. In these meetings teachers should work to ensure that objectives and lessons are consistent in their classes.

Task two evaluation method: I will check the team meeting agendas to verify who is participating in which meeting.

Task three indicator: Instruction based on curriculum, Lesson plans are derived from a course of study, curriculum materials correlate with lessons and objectives, also authentic tasks are developed.

Task three recommendations: Daily lesson plans should come from the curriculum provided, which in this case is Direction Instruction and is provided by administration. Teacher-created minilessons are utilized to address areas of student weakness as evident in assessments. Curriculum materials should correlate with both lessons that come from the curriculum as well as teacher-created minilessons. Authentic tasks are created for both curriculum activities and teacher-created lessons.

Task three evaluation method: Curriculum coaches observation notes can be used to evaluate this task item.

Task four indicator: Curriculum priority, Philosophical and financial commitments are evident. Staff is provided with stipends for work done in summer. Also, curriculum items appear on school board, administrative, and building meetings so that areas that need curriculum items can be addressed.

Task four recommendations: Staff should be compensated for work done over the summer months. Curriculum topics should regularly be discussed in school board, administrative and building meetings. Teachers, curriculum coaches, and administrators have the ability to add a curriculum item to any meeting agenda.

Task four evaluation method: Administrators will be asked about compensation for work done over the summer months. Meeting agendas should be checked to determine if curriculum items are being discussed in these meetings.

Task five indicator: Buildings have teacher and administrative representatives on curriculum committees, and the school board has approved the curriculum. These items would be beneficial because those who are using the curriculum first hand would have the opportunity to discuss curriculum items in curricular meetings and with the school

board and having the approval of the school board would open the possibilities of more supports to individual schools.

Task five recommendations: Teachers and administrators are selected and volunteer to be building representatives on curriculum committee meetings. Compensation for hours spent in these meetings should be provided. The curriculum program needs to be approved by the school board.

Task five evaluation method: I will ask who has been selected or volunteered to be on curriculum teams' meetings.

Task six indicator: Long-range planning, a five-year review cycle is used. A philosophy of education and theory is present throughout the whole school building. This is evident when speaking to teachers about the philosophy, theory, and education of the school.

Task six recommendation: Every five years an additional curriculum evaluation should be completed to ensure that all task items have been put into place and that the program is still meeting the needs of the students based on the evaluation.

Task six evaluation method: I will ask administrators what they plan to do to ensure this task item is complete.

Task seven indicator: Decision-making clarity, disagreements over the curriculum are centered around the disagreement and not those who are making the decisions. This means the actual curriculum problem is being addressed as oppose to allowing relationships among staff members to be the problem.

Task seven recommendation: The goal with the indicator is for staff members to be able to work through disagreements in a professional manner and keep personal feelings out of the difference of philosophy. Professional development time should be allocated to

train staff to help develop interpersonal and communication skills. Regular team building activities help staff membership build trusting relationships. Meeting expectations should be clearly defined so procedures for dealing with disagreements are clear.

Task seven evaluation method: I will ask administrators when professional developments are planned to improve relationships among teachers.

Task eight indicator: Positive human relations, initial thoughts about the curriculum come from teachers, curriculum coaches, or administrators. Everyone is willing to risk disagreements, but communication lines stay open.

Task eight recommendation: The chain of command is made clear, so everyone knows how to communicate thoughts and problems about curriculum. As with the task recommendations for indicator seven, professional development time should be allocated to train staff to help develop interpersonal and communication skills. Regular team building activities help staff membership build trusting relationships. Meeting expectations should be clearly defined so procedures for dealing with disagreements are clear.

Task eight evaluation method: I will ask administrators how the use of the chain of command is working.

Task nine indicator: Theory-into-practice approach, district philosophies, visions, missions, graduation outcomes, program philosophies, rationale statements, program goals, and authentic tasks are recognizable and consistent.

Task nine recommendation: Administrators should ensure that district philosophies, visions, missions, graduation outcomes, program philosophies, rationale statements, program goals are in line with the curriculum and that authentic tasks are recognizable.

Task nine evaluation method: I will ask administrators, curriculum coaches, and teachers for examples of ways district philosophies, visions, missions, graduation outcomes, program philosophies, rationale statements, program goals are in line with the curriculum and to show recognizable and authentic tasks.

Task ten indicator: Planned change, internal and external publics support the development of the curriculum for the school district as shown with tangible evidence. The process for program development is centered on how to do it as oppose to how to do it.

Task ten recommendation: Administrators must find tangible evidence to show internal (staff) and external (families and community members) support for the curriculum program.

Task ten evaluation method: I will ask for examples of internal and external public supports for the curriculum.

Appendix B: Protocols/Interview

Interview Protocol

Researcher–Participant Relationship: The participants and I may know each other in some cases, as two may have previously worked together. For all of the interviews, I will spend the first few minutes getting to know the participant better as well as introducing herself on a personal and professional level in order to make the participant feel more comfortable and open the lines of communication.

Procedures:

- Set up date, time, and location for each individual interview as suits each participant.
- Report for each interview on the date, time, and location planned.
- I will spend a few minutes of each interview getting to know the participant better and introducing myself.
- Conduct the interview.
- Discuss follow-up topics or questions, and answer questions the participant may have about the study.
- Thank the participant for their time and contributions to the study and review future steps for the research, including when they will be contacted to check my interpretation of their data used in the findings and to clarify, add to, or modify their responses, creating more valid interpretations of their experiences.

Ethical considerations: Each participant will be assigned a pseudonym individually and for the school where he/she currently teaches in order to protect his/her identity.

Interview Questions

Name: _____
Email: _____
Phone Number: _____
Contact Address: _____
Scripted Literacy Program Taught: _____

Q1. Do you have quick access to curriculum from the scripted literacy program you teach from the grade levels below and above your grade level? Please explain how you can access these materials.

Q2. Are the content and objectives that are taught common among all classes in the same grade level? If so, how is this monitored and by whom? If not, what are the differences in content and objectives across the grade level and why are these differences in place?

Q3. In the scripted literacy program, you teach are lesson plans developed from a course of study? Are curriculum materials used as a correlation with the content objectives? Are

authentic task developed? If so, please provide examples.

Q4. Are clerical assistance and stipends available to teachers for work pertaining to scripted literacy program you teach during the summer months? If yes, please explain what experience you have had with this.

Q5. Are philosophical and financial commitments to the curriculum from policymakers evident? How so?

Q6. Do curriculum topics appear on school board agendas, administrative meeting agendas, or building meeting agendas? If yes, please provide examples of recent curriculum items that have appeared on any of these agendas. How was the item addressed? Is there a greater need for curriculum items to appear on these meeting agendas? If yes, can you elaborate on this?

Q7. Are there teacher representatives on curriculum committees in your district? If so, what responsibilities do these teachers have?

Q8. Is each scripted literacy program used in your building included in a five-year sequence and review cycle? If yes, can you explain this process?

Q9. Are controversies around development centered on the nature of the decision or the person who is making the decision?

Q10. Who voices initial thoughts about the curriculum (example teachers, principals, curriculum coaches)? Are all staff members will to risk disagreements with communication lines always staying open? Please provide example of this.

Q11. Are district philosophies, vision, mission, exit outcomes, program philosophies, rationale statements, program goals, program objectives, learning outcomes, and authentic tasks consistent and recognizable? If yes, how so? If not, what areas do these items need improvement in?

Q12. What tangible evidence shows that internal and external publics accept the developed program course of study for the district?